

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Palmetto Middle School (6701)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Lisa Noffo

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Palmetto Middle School serves approximately 1599 students in grades six, seven, and eight. Located in the suburban upper middle-class Village of Pinecrest, Palmetto Middle School was built in 1961. As part of the Miami Palmetto Senior High School feeder pattern, Palmetto Middle School celebrates rich cultural diversity and maintains a legacy of high academic and athletic achievement. Palmetto Middle displays a variety of strengths including a Gifted population of over 570 students, a well-rounded and varied curriculum, extra-curricular activities and programs. In addition, the school has a large resume of honors and awards, up-to-date and innovative technology, computer labs, Read 180 lab, mentoring and tutoring programs, an exceptional and nationally recognized Parent Teacher Student Association (PTSA), many training workshops for faculty members, and Pinnacle online/electronic gradebook. Palmetto Middle School currently has over 180 students in the Special Education Program (SPED). Over eighty percent of the Special Education students are in an inclusion setting; spending 80% or more of the school day with general peers. Range of services for the Special Education students vary from external support in a general setting to special education classes. During the school's articulation process, a team of teachers, including general and SPED, meet to discuss each student's needs and his or her potential to be successful in an inclusion setting.

The ethnic/racial makeup of the student population is 46 percent White Non-Hispanic, 35 percent Hispanic, 13 percent African-American, 6 percent Asian and other. In 2006-2007, 7 percent of students scored at Level 1 on the administration of the FCAT SSS Reading and 8 percent on the Mathematics SSS administration. Ten percent of students scored at Level 2 on the administration of the FCAT SSS Reading and 16 percent on the Mathematics SSS administration. Thirty percent of students scored at Level 3 on the administration of the FCAT SSS Reading and 29 percent on the Mathematics SSS administration. Thirty-seven percent of students scored at Level 4 on the administration of the FCAT SSS Reading and 30 percent on the Mathematics SSS administration. Sixteen percent of students scored at Level 5 on the administration of the FCAT SSS Reading and 16 percent on the Mathematics SSS administration. The school attendance rate for the 2006-2007 school year improved from the previous year and ended at 96.52 percent.

The staff consists of 45 percent White, 13 percent African-American, and 35 percent Hispanic. Of the teaching staff, thirteen are new to this school and the length of time teaching in Florida averages twelve years. Over forty percent have advanced degrees. The current class size is 19.8 in general education classes.

Palmetto Middle School, in conjunction with the Education Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2007-2008 school year:

Given instruction based on Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

Given instruction based on Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

Given instruction based on Sunshine State Standards, the number of SWD students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

Given instruction based on Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on Sunshine State Standards, the number of SWD students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science as compared to the 2007 administration of the FCAT Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

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

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



School Improvement Plan 2007-2008



Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given the benefits of participating in Fine Arts classes, the number of students enrolled in Fine Arts classes will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 year.

Palmetto Middle School will maintain its ranking on the State of Florida ROI index publication of 99 percentile in 2005 on the next publication of the index.

The findings from the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey tool indicated that the overall rankings in all categories ranged from a 4.3 to a 3.7 with 78 percent of all responses scoring 4.0 or above. The first area of improvement based on the results of the survey is 7c - "I know how well my organization is doing financially." This area was chosen due to it receiving the lowest score in the OPIS self-assessment survey. The principal will conduct three budget workshops for teachers. The purpose of the workshops is to educate the staff about budget and financial status of the school. In addition, the principal will continue to share budget issues with the faculty and EESAC. The second area of improvement based on the results of the survey is 7e "My work locations removes things that get in the way of progress." This area was chosen due to it receiving the second lowest score in the OPIS self-assessment survey. The administration will develop and implement a faculty survey program. The survey will focus on the areas of curriculum, school safety and overall faculty concerns. The data results from the survey will provide teachers and staff with the insight needed, enabling them to network and assist administration with ensuring that issues do not get in the way of progress.



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.

6701 - PALMETTO MIDDLE SCHOOL

VISION

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

MISSION

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

CORE VALUES

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

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

School Demographics

Palmetto Middle School serves approximately 1599 students in grades six, seven, and eight. The school is located on 12 acres in southern Miami-Dade County. Established in 1961, this school has been retro-wired to provide Internet access to all of the classrooms and to the media center. The school has 8 portables and has added two modular buildings since it was originally built.

This school employs a total of one hundred and twenty four staff members. Of this group, four are administrators, 87 are classroom teachers, two are media specialists, four are guidance counselors, five are classroom paraprofessionals, ten are clerical employees, eight are cafeteria workers, seven are school security monitors and eleven are custodial service workers. The staff consists of 45 percent White, 13 percent African-American, and 35 percent Hispanic. Of the teaching staff, thirteen are new to this school, and the length of time teaching in Florida averages twelve years. Over forty percent have advanced degrees. Currently six teachers are National Board Certified. Teacher retention remains high and vacancies are readily filled. The school attendance rate for the 2006-2007 school year improved from the previous year and ended at 96.52 percent.

The elementary schools that transition to Palmetto Middle in grade 6 are Vineland, Palmetto, Pinecrest, Howard Drive, Richmond and Leewood. Students then transition to grade 9 at Palmetto Senior High or Miami Killian Senior. The current class size is 19.8 in general education classes. Palmetto's success can be attributed the current implementation of the Secondary School Reform. The leadership team at Palmetto Middle is comprised of all Curriculum Leaders; Language Arts, Mathematics, Reading, Science, Social Studies, Vocational, Fine Arts, Student Services, Physical Education, Media, Foreign Languages and ELL; Team Leaders, currently consisting of ten additional teachers, along with the Administration making up the balance of the leadership team.

Palmetto Middle School serves students from the surrounding neighborhood and from a satellite neighborhood. We have 50.4 percent standard curriculum students, 49.6 percent Special Education and Gifted students, 20 percent Economically Disadvantaged students, and 4 percent ESOL students. The ethnic/racial makeup of the student population is 46 percent White Non-Hispanic, 35 percent Hispanic, 13 percent African-American, 6 percent Asian and other. In 2006-2007, 7 percent of students scored at Level 1 on the administration of the FCAT SSS Reading and 8 percent on the Mathematics SSS administration. Ten percent of students scored at Level 2 on the administration of the FCAT SSS Reading and 16 percent on the Mathematics SSS administration. Thirty percent of students scored at Level 3 on the administration of the FCAT SSS Reading and 29 percent on the Mathematics SSS administration. Thirty-seven percent of students scored at Level 4 on the administration of the FCAT SSS Reading and 30 percent on the Mathematics SSS administration. Sixteen percent of students scored at Level 5 on the administration of the FCAT SSS Reading and 16 percent on the Mathematics SSS administration.

Palmetto Middle is honored to be a recipient of the following awards: Platinum Award School, Florida Five Star Award, Gold School Award Winner (10 years), Superintendent's Award, Arts for Learning School, Math and Science State Competition Award Winners, PTSA "Reflections" Competition, Top PTSA recognized by the state for exceeding 1000 members, State Winners in Band and Orchestra with superior ratings, Middle School Yearbook National Award, Ambassador School for UNICEF, Community Service Projects with Lions Club, Miami Rescue, American Cancer Society, Camillus House, Habitat for Humanity, SADD, Susan Keman Breast Cancer Foundation, Salvation Army, United Way, and Smile Outreach Program.

School Foundation

Leadership:

Results on the Leadership section of the OPIS indicate that staff Agrees that leadership sets direction, shares the school mission, creates a positive environment, and involves employees in the operation of the school. An average score of 4.1 was received.

District Strategic Planning Alignment:

Results on the Strategic Planning section of the OPIS indicate that staff Agrees that goals and objectives are analyzed and involves employees in the development of the educational goals. An average score of 3.7 was received.

Stakeholder Engagement:

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

Faculty & Staff:

Results on the Human Resource Focus section of the OPIS indicate that staff Agrees that there is a team approach to the overall function of the school. An average score of 4.0 was received.

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

Data/Information/Knowledge Management:

Results on the Measurement, Analysis, and Knowledge Management section of the OPIS indicate that staff Agrees that they have the knowledge and ability to utilize data to monitor their progress. An average score of 4.3 was received.

Education Design:



School Improvement Plan 2007-2008



Education Design:

Results on the Process Management section of the OPIS indicate that staff Agrees that there is a process set in place that allows for the daily functions and/or organization of the school. An average score of 3.9 was received.

Extended Learning Opportunities:

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

School-Wide Improvement Model:

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

Advanced Courses Initiatives & Post Unitary Commitments:

Not Applicable

Performance Results:

The Business Results section of the OPIS indicates that staff Agrees that Palmetto Middle School considers the talents and abilities of its staff for the success of the organization. An average score of 3.8 was received.



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

Reading Statement

Reading achievement will improve for all NCLB groups.

Needs Assessment

An assessment of data reveals that 83 percent of sixth, seventh, and eighth grade students are reading at or above Level 3; specifically 85 percent in grade six, 81 percent in grade seven, and 84 percent in grade eight. Adequate Yearly Progress data indicates that the Black, Economically Disadvantaged and SWD subgroup populations are in need of additional assistance. An assessment of data reveals that 46 percent of Black students, 51 percent of Economically Disadvantaged, and 40 percent of the SWD population scored at or above grade level in reading. The federal requirement of a minimum of 58 percent for the 2008 FCAT indicates a need for improvement in all subgroups. Further analysis reveals the lowest results on the FCAT Reading SSS were the Comparisons cluster in grade 6 with only a 63 percent score, Words and Phrases and Reference/Research clusters with only a 71 percent in grade 7 and Reference/Research cluster with only a 62 percent in grade 8.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

Given instruction based on Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

Given instruction based on Sunshine State Standards, the number of SWD students meeting high standards in grades 6 through 8 will increase to 58% on the 2008 administration of the FCAT SSS Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the implementation of the Accelerated Reader program based on STAR assessment results.	All Instructional Staff	9/17/2007	6/4/2008	Other/ Not Applicable	0
Continue the implementation of CRISS Strategies across the curriculum.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize the School-Wide Literacy Plan to improve vocabulary, writing, grammar and literature skills.	Language Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement cultural literary circles to promote student interest in reading diversity.	Language Arts Teachers	9/4/2007	6/4/2008	Other/ Not Applicable	0
Continue team teaching in an inclusion setting for SWD students in order to provide appropriate strategies for student learning.	Language Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continue intensive reading classes for all Level 1 and 2 students, and Intensive Reading Plus for Level 1 students, as delineated in the CRRP.	Reading Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Use Student Performance Indicators (SPI) database to identify and monitor students using the Continuous the Improvement Model (CIM) and provide additional staff training.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide an FCAT Explorer pull-out program that will target all Level 1 and 2 students.	FCAT Paraprofessional	10/1/2007	5/1/2008	Other/ Not Applicable	0
Participate in a three day FCAT Blitz for all students with an emphasis on specific content cluster reviews. The Blitz will allow all students to enhance test taking skills and focus on specific strengths and weakness.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize Edusoft for report interpretation on interims and assessment creations.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase supplemental reading material for Language Arts classes including books for Gifted and Advanced students exposing students to a larger number of literary experiences.	Language Arts Teachers	08/20/2007	6/4/2008	Other/ Not Applicable	0
Expand the READ 180 Program to include all Students With Disabilities in the reading program and additional Intensive Reading classes.	Reading Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement a school wide reading across the curriculum program that will enhance reading through all subject areas.	All Instructional Staff	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement Teaming to provide teachers with proper intervention strategies in order to work collaboratively to improve student results as measured by improved class performance and grades.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development



School Improvement Plan 2007-2008



Professional Development will include the following: CRISS, Data Analysis, Linking Data to Instruction, Curriculum Mapping and Alignment, Student Performance Indicator (SPI), STAR, and FCAT Explorer. Edusoft training for report interpretation on interims and assessment creations. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, there will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

Objectives will be evaluated utilizing the results of the 2008 FCAT SSS Reading as compared to 2007 FCAT administration. Ongoing monitoring will take place via the district interim assessments and the MAZE testing. The READ 180 and STAR reports will be used to compare students' pre-test and post-test scores. Data from the FCAT Explorer pull-out tutoring program will be analyzed including student completion levels. Inclusion classes will be reflected in the master schedule.

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

Mathematics Statement

Mathematics achievement will improve for all NCLB groups.

Needs Assessment

An assessment of data reveals that 76 percent of sixth, seventh, and eighth grade students in mathematics are scored at or above Level 3; specifically 83 percent in grade six, 71 percent in grade seven, and 73 percent in grade eight. Adequate Yearly Progress data indicates that the Black, Economically Disadvantaged and SWD subgroup populations are in need of additional assistance. An assessment of data reveals that 41 percent of Black students, 48 percent of Economically Disadvantaged students, and 38 percent of the SWD population scored at or above grade level in mathematics. The federal requirement of a minimum of 62 percent for the 2008 FCAT indicates a need for improvement in all subgroups. Further analysis reveals the lowest results on the Mathematics SSS were in the Number Sense and Measurement clusters with only a 56 percent in grade 6, Measurement cluster with only a 62 percent in grade 7 and Geometry cluster with only a 50 percent in grade 8.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on Sunshine State Standards, the number of Black students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on Sunshine State Standards, the number of SWD students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades 6 through 8 will increase to 62% on the 2008 administration of the FCAT SSS Mathematics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize District Quarterly Math Assessment to monitor students' progress.	Mathematics Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Develop and implement curriculum alignment maps and district Pacing Guides.	Mathematcs Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Use Student Performance Indicators (SPI) database to monitor students using Continuous Improvement Model (CIM).	All Instructional Staff	8/20/2007	6/4/2008	Continuous Improvement Model	0
Assign a member of the administrative team to monitor the progress of the subgroup.	Curriculum Administrator	8/20/2007	6/4/2008	Other/ Not Applicable	0
Participate in a three day FCAT Blitz for all students with an emphasis on specific content cluster reviews. The Blitz will allow all students to enhance test taking skills and focus on specific strengths and weakness.	Mathematics Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide an FCAT Explorer pull-out program that will target all students.	FCAT Paraprofessional	10/1/2007	5/1/2008	Other/ Not Applicable	0
Utilize Edusoft for report interpretation on interims and assessment and school developed assessment.	Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase project based learning tasks for Gifted and Advanced students will promote the use of higher level thinking skills.	Mathematics Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement Teaming to provide teachers with proper intervention strategies in order to work collaboratively to improve student results as measured by improved class performance and grades.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Professional development should include the following: Data Analysis, Linking Data to Instruction, Eight Step Continuous Improvement Model, Student Performance Indicator Training (SPI), FCAT Explorer and Riverdeep. Edusoft training for report interpretation on interims and assessment creations. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, their will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT SSS Mathematics as compared to the 2007 FCAT administration. Data from the FCAT Explorer pull-out tutoring program will be analyzed including student completion levels. Data analysis of district interim assessments will be monitored and reflect adjustments in instructional practices.

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

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

Writing Statement

Writing Scores will improve for grade eight students.

Needs Assessment

An assessment of data reveals that 88 percent of grade eight students are scoring at a 3.5 or above Level on the FCAT Writing+. Annual Yearly Progress data indicates that our SWD population is in need of additional assistance. An assessment of data reveals that 85 percent of grade eight SWD students are meeting high standards on the FCAT Writing+ which is an increase from the 81 percent in 2006.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue implementation of a school-wide rubric scoring to ensure uniformity of instruction and assessment.	Language Arts Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use Student Performance Indicators (SPI) database to monitor students using the Continuous Improvement Model (CIM).	All Instructional Staff	8/20/2007	6/4/2008	Continuous Improvement Model	0
Establish baseline data and provide a teaching tool utilizing the District provided FCAT Writing+ Plus pretest and post test to monitor student progress.	Language Arts Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide professional development opportunities for teachers utilizing the Write Traits program.	Language Arts Teachers	9/27/2007	6/4/2008	District-wide Literacy Plan	0
Continue implementation of the Write Traits across the curriculum and provide training.	Language Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide staff training in accessing data to provide detailed student data to increase awareness of specific student needs using the rubric, and the persuasive and expository prompts.	All Instructional Staff	9/27/2007	6/4/2008	Other/ Not Applicable	0
Encourage attendance the Zelda Glazer Writing Institute for up-to-date writing strategies.	Language Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize the School-Wide Literacy Plan for improvements in writing, grammar, and vocabulary.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement Teaming to provide students with proper intervention strategies through all curriculum areas.	All Instructional Staff	8/20/2007	6/4/2008	Secondary School Reform	0

Research-Based Programs

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

Professional Development

Professional development will include the following: Student Performance Indicator Training (SPI), Write Traits program, the writing process and rubric scoring, and District writing workshops. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, there will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT Writing+ test as compared to 2007 FCAT administration. Administer District provided pre and post tests.

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

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"/>

Science Statement

Science scores will improve for grade eight students.

Needs Assessment

An assessment of data reveals that grade eight students surpassed the state science scores in all four areas in the 2007 FCAT Science administration. Further analysis of the data indicates that additional emphasis should be placed in the Physical/Chemical cluster as 50 percent of the students scored at or above Level 3.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science as compared to the 2007 administration of the FCAT Science.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the GIZMOS technology to enhance students skills in critical thinking.	Science Teacher	9/27/2007	6/4/2008	Other/ Not Applicable	0
Develop and implement curriculum alignment to ensure uniformity of instruction, following the District Science Pacing Guides.	Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize site-authored science assessment to monitor student performance and adjust instructional programs, using the Continuous Improvement Model (CIM).	Science Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Share FCAT science scores, materials, and benchmarks to target instruction during department meetings.	Science Teachers and Department Head	8/20/2007	6/4/2008	Other/ Not Applicable	0
Perform labs twice a week that require collecting, organizing, graphing, interpreting data and writing conclusion based summaries by all students.	Science Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement Teaming to provide students with proper intervention strategies through all curriculum areas.	All Instructional Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

Professional development will include the following: Student Performance Indicator Training (SPI), Math and Science Strategies in the Classroom, Teacher Education Center (TEC) Training Workshops for Science. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, there will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT Science test as compared to the 2007 FCAT Science Administration. Ongoing monitoring will take place via the school site assessments through Edusoft provided questions and lab logs kept with lesson plans.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Palmetto strives to improve overall parental satisfaction.

Needs Assessment

Palmetto Middle School's community is comprised of a highly involved parent population. Parental satisfaction is a critical factor in the reputation of the school. They represent a potentially invaluable resource that can be channeled into positive school wide initiatives. According to the 2006-2007 School Climate Survey, Palmetto Middle School a rating of 4.0 or above as evidenced by 78 percent of the respondents.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase utilization of Parent Resource Center.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Utilize Connect Ed phone service for an increase in parental notifications.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Enhance the PMS website and increase content for it to become an effective communications tool.	Assistant Principal, Technology	8/20/2007	6/4/2208	Other/ Not Applicable	0
Schedule time at PTSA and EESAC meetings for parental concerns.	Principal, EESAC Chairperson	8/20/2008	6/4/2008	Other/ Not Applicable	0
Generate monthly parent newsletter announcing opportunities for parent involvement in school functions.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase parental usage of the online gradebook viewer by providing detail instructions and assistance in its usage.	All Teachers, Administrative Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated utilizing the completed School Climate Survey. Ongoing monitoring will take place to assess that Excellent in overall satisfaction with services are increased to 80 percent.

Discipline & Safety 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Provide a safe learning environment for all stakeholders.

Needs Assessment

An assessment of data from the 2006-2007 COGNOS District reporting system shows that 393 total suspensions occurred. Of those suspensions, 110 were outdoor and 283 were indoor. Palmetto Middle strives to continue providing a positive learning environment while maintaining student attendance.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Extend the hours of supervision provided before and after school.	Principal	8/220/2007	6/4/2008	Other/ Not Applicable	0
Provide an office for the school resource officer so that they can ensure proper monitoring of school and have access to necessary paperwork and computer system.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase classroom exchange supervision to ensuring student safety during this time.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continue to actively participate in the Proud and Listeners Program.	Principal, Counselors	10/1/2007	6/4/2008	Other/ Not Applicable	0
Continue implementation of school Discipline Committee.	Principal, Assistant Principals	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Provide in-service training to the security department by school resource officers, administration and counselors; training for faculty, staff and parents about providing alternative resources and strategies to minimize the amount of referrals that lead to suspensions.

Evaluation

This objective will be evaluated using the results of the 2007-2008 COGNOS District reporting system as compared to the 2006-2007 results.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Palmetto Middle School will increase the use of technology as an instructional tool.

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain and implement online district purchased databases.	Administrative Staff, Media Specialist, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase access to LCD projectors, smart boards, computers and state adopted software.	Administrative Staff, Computer Specialist, EESAC	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement Incentive Program for all students using AR.	Assistant Principal	9/27/2007	6/4/2008	Other/ Not Applicable	0
Increase usage of the AR/STAR program.	Administrative Staff, Media Specialist, Teachers	9/27/2007	6/4/2008	Other/ Not Applicable	0
Purchase and install additional Smart Boards.	Principal	08/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

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

Evaluation

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

Health & Physical Fitness 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Palmetto Middle School will accurately assess students' fitness levels and identify individualized approaches to improve physical fitness using the FITNESSGRAM Testing and awarding gold and silver medals; providing students with the importance of developing lifetime habits of regular physical activity.

Needs Assessment

FITNESSGRAM Testing from 2006-2007 indicated that 74 percent of Palmetto Middle School students taking Physical Education passed five out of six components and received either a gold or silver medal.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the amount of daily running activities.	PE Teaching Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Improve fitness levels through the use of cardiovascular exercise and student athletics programs.	PE Teaching Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continuation of the Wellness Center Program.	PE Department Chair	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase daily stretching for improved flexibility and calisthenics.	PE Teaching Staff	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

The Brockport Physical Fitness Test Pilot Program and FITNESSGRAM Test.

Professional Development

Implement staff development workshops aimed at improving physical fitness assessment practices. The workshops will be conducted on early release days and after school. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, there will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

Evaluation will take place through the FITNESSGRAM testing.

Electives & Special Areas 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 type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

Palmetto Middle School will increase the total number of students enrolled in the Fine Arts programs.

Needs Assessment

Based on providing students with additional career choices and enhancing subject selection choices, Palmetto Middle School needs to expand it's offerings of Fine Arts courses in order to enhance selection and student preparation.

Measurable Objective

Given the benefits of participating in Fine Arts classes, the number of students enrolled in Fine Arts classes will increase by 5% during the 2007-2008 school year as compared to the 2006-2007 year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Drama elective courses.	Fine Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase student awareness of the Fine Arts Program through Dance, Drama, Music and Art showcase.	Fine Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Create a Fine Arts Exploratory Wheel elective.	Fine Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Participate in District and State level competitions.	Fine Arts Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Teachers will be trained in the implementation of strategies to enhance the curriculum through department specific workshops provided by the District. In addition, they will be registered for various in service activities throughout the school year. All of these professional development activities will enhance and differentiate instructional strategies that engage students in rigorous and relevant curriculum based on state standards. In addition, there will be an increase in opportunities to provide collaborative and reflective practices among educators.

Evaluation

This objective will be measured by an measuring an increase in student enrollment in the fine arts classes from the 2006-2007 school year to the 2007-2008 school year.

Return On Investment 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

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

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2005, Palmetto Middle School ranked at the 99th percentile on the State of Florida ROI index.

Measurable Objective

Palmetto Middle School will maintain its ranking on the State of Florida ROI index publication of 99 percentile in 2005 on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to use all financial resources in relation to school programs.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continue to take advantage of a broader private foundation resource base.	Principal, Administrative Staff and Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Continue to take advantage of a broader volunteer network resource base.	Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Administrative Budget Training and Workshops.

Evaluation

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

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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



School Improvement Plan 2007-2008



School Safety & Discipline:

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

Budget Summary

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



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