

Palmetto Middle School



2017-18 Schoolwide Improvement Plan

Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

<http://pms.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palmetto Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Palmetto Middle School is for students to reach their full potential. Palmetto Middle School provides students the opportunity to acquire high school credits by offering Physical Science, Biology, Algebra I, Geometry, Spanish, French, and Mandarin. Palmetto Middle School also provides opportunities for students to achieve beyond the classroom by offering a plethora of clubs, sports, and enrichment activities before and after school.

b. Provide the school's vision statement.

The vision of Palmetto Middle School is to provide a safe environment to all students by: encouraging educational excellence, recognizing individual achievements, promoting a climate of mutual respect, celebrating multi-cultural diversity and enabling every student to feel emotionally and socially secure.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Every quarter, students read novels that focus on Native American, African-American, Hispanic, and Jewish culture in language arts. In social studies, students have the opportunity to do research on their family's culture, create a timeline, and present about their family background to the class. Palmetto Middle School also provides opportunities for students to take Foreign Language classes in Spanish, French, and Mandarin Chinese. Students have the opportunity to learn about the food, customs, music and culture of various countries where the Spanish, French, and Mandarin Chinese languages are spoken. During African-American and Hispanic Heritage month, history facts are given during the morning announcements and students complete projects on notable figures. The ESOL students participate in the annual ESOL Thanksgiving Festival, which includes food from each student's country and provide students with the opportunity to experience the culture and customs of the United States.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The students at Palmetto Middle have partnered with the Sandy Hook Foundation to promote inclusion of all students and to create a welcoming environment for all students to learn and flourish. Students participate in the "Start With Hello" week of events that encourage students to think, act, and say positive words to each other and themselves. The students are also participating in the Values Matter campaign during homeroom where they watch videos and discuss the nine core values on citizenship, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Palmetto Middle also participated in the "No Place for Hate" anti-bullying campaign and is currently a school receiving the school-wide No Place for Hate designation. The school counselors also present anti-bullying and cyber-bullying lessons during grade level assemblies and facilitate a week of anti-bullying events. Additionally, teachers stand at their doors in between classes to minimize disruptive behavior in the hallways and greet students upon entry to create a welcoming environment for all students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The administration holds a student orientation for each grade level at the beginning of every school year to review the school's discipline plan. Students that violate school rules are sent to the School Center for Student Instruction (S.C.S.I). The school also has an alternative to suspension plan in place to provide more intense intervention for students who are in need of additional support. Additionally, team leaders schedule parent conferences for students who consistently display inappropriate behavior. The Administration also reviews the school's Progressive Discipline Plan with faculty and staff members during the Opening of School meeting in order to build a school-wide culture of that provides a gradual range of responses to student misbehavior. During department meetings, teachers also share best practices on how to minimize disruptive behaviors in the classroom.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Palmetto Middle School has a 5000 Role Models mentoring program that identifies students who are in need of social-emotional support throughout the school year. The mentor supports the student emotionally and assists them with developing proper decision-making skills. . The student is also assigned a counselor that is responsible for reviewing the student's academic performance, attendance, and other risk-factors in order to provide the guidance and support that will mitigate any potential problems. Additionally, students that need extra emotional support are assigned a Listener through the Listener's Program and referred to agencies for family support. School-Counselors provide individual counseling sessions to help students deal with crisis, transitional issues, and personal and family concerns. In addition, the counselors facilitate mediation between students to reinforce positive interpersonal skills.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Leadership Team identifies students that have been retained in previous years and failed language arts and/or math at the beginning of the school to begin the monitoring and RTI process. Data reports are pulled and analyzed monthly to provide assistance to students who scored below grade level in reading and math on the statewide assessment, in danger of failing the nine weeks or for the school year, have a low attendance rate, and a high number of days in indoor and/or outdoor suspension.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	46	47	74	0	0	0	0	167	
One or more suspensions	0	0	0	0	0	0	4	2	2	0	0	0	0	8	
Course failure in ELA or Math	0	0	0	0	0	0	25	16	11	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	89	93	124	0	0	0	0	306	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	129	126	138	0	0	0	0	393

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students that are in need of academic support and/or have a low attendance rate will be referred to the RTI team and are monitored by the Attendance Review Committee (ARC). Team Leaders work with the counselors to monitor student failure rates and attendance in order to provide early interventions. Students scoring below grade level on the statewide assessment are grouped together during the homeroom to receive academic support and intervention through a daily skills review. High School students offer tutoring services in math for students after school on Thursday's on a weekly basis. Additionally, students use supplemental programs such as: Edgenuity, Reflex Math, and i-Ready to improve skill deficiencies aligned to the standards. Students receiving two or more behavioral referrals will be provided with weekly counseling, parental assistance, and a behavior improvement plan.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Palmetto Middle School has an annual articulation and Curriculum Fair with the feeder elementary schools and potential students to inform parents about our curriculum programs, sports, activities, and provide a smooth transition from elementary to middle school. The school also conducts an annual Open House night where students and parents are invited to tour the school, meet and establish relationships with teachers, and learn about the various educational programs available at the school. Palmetto Middle School also has the "Lancer for a Day" annual event where students from the feeder elementary school to tour the school and receive information about the advance classes, elective class, clubs, sports, and activities. The administration works closely with Parent, Teacher, & Student Administration (PTSA) to communicate pertinent information at the monthly board meetings, along with the school's vision and mission for each school year. PTSA sends out e-mail blasts to all the parents about school activities and curriculum. Parents can also access pertinent information about the Florida State Standards, events, and programs on the school's website and receive push notifications directly on the Palmetto Middle School App. The iPREP program also hosts a Family Night event where the math teachers inform parents on how they can assist their child at home and the technology resources available to students. Many teachers also use Edmodo, Class Jump, and the school's website to post homework and other important information pertaining to their class.

Connect Ed messages are utilized weekly to keep parents up to date on current school activities, student attendance, and academics.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The administration works with the PTSA throughout the year to build Dade partners from local communities. The partnerships provide instructional resources to support student achievement, resources for teachers, and supplies for students on free and reduced lunch.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gonzalez, Jesus	Principal
Hayes, Tiffany	Assistant Principal
Cromer, Randall	Assistant Principal
Figueiras, Graciela	Teacher, K-12
Grace-Spinelli, Nicole	Teacher, ESE
Martin, Warren	Teacher, K-12
Smith-Ramsey, Lisa	Administrative Support
Taylor, Vivian	Teacher, K-12
Blancaneaux, Susana	Teacher, ESE
Iturmendi, Cindy	Teacher, K-12
Alvarez, Monica	Teacher, K-12
Ortiz, Terri	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Jesus Gonzalez, Principal, establishes a common vision that addresses the school's needs through the implementation of appropriate intervention, instructional support, professional development, and progress monitoring to increase student achievement. Mr. Gonzalez also communicates with parents regarding the school's Response to Intervention (RTI) plan and school improvement programs.

Tiffany Kinchens, Assistant Principal of Curriculum, will be working extensively with the RTI Leadership Team to develop a means to assess the effectiveness of the current strategies, develop intervention programs, conduct monthly meetings to analyze data, assist the principal with progress monitoring, and provide the appropriate professional development activities. Ms. Kinchens will assist with the school-wide screening process in order to provide early intervention services for children to be considered "at risk" and monitor the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Randall Cromer, Assistant Principal, will be working with the RTI Leadership Team to ensure

implementation of strategies, monitor the fidelity of the intervention programs, and provide professional development activities.

Nicole Grace-Spinelli, Mathematics teacher and Department Chair, will analyze the effectiveness of the strategies used in the Mathematics department, provide guidance in developing professional development activities using measurable evidence-based curriculum strategies, and facilitate data collection for the Mathematics department.

Warren Martin, Social Studies Department Chair, will assist the administrative team with implementing reading and writing strategies through social studies.

Terri Ortiz, Science Department Chair, will assist the administrative team with implementing interdisciplinary strategies in the area of Science, provide guidance and facilitate the discussion of best practices with the teachers in the Science Department, and promote STEM activities throughout the school.

Graciela Figueiras, Language Arts Teacher and Department Chair, is a National Board Certified Teacher and will be assisting the administrative team with implementing intervention strategies through the Language Arts department and Writing Across the Curriculum. Additionally, Mrs. Figueiras will be assisting the administrative team with the implementation of the i-Ready program. Mrs. Figueiras will also provide expertise in assisting the ESOL students by collaborating with general education teachers and monitoring student progress. Additionally, Mrs. Figueiras will also be responsible for delivering Tier 1, Tier 2, and Tier 3 interventions during the 20 minute Literacy Block.

Lisa Smith-Burns, the Student Center for Special Instruction instructor, will provide expertise and develop strategies to address individual student academic, emotional, and behavioral needs. Ms. Smith-Burns will also serve as Test Chair and will be responsible for generating reports from the G2D and i-Ready platforms that will be used for data analysis at team, department, and RTI meetings.

Vivian Taylor is the school's Professional Development Liaison and will be responsible for organizing the professional development sessions throughout the school year.

Ms. Veronica DaSilva, Gifted Chairperson, will monitor the gifted programs implementation at Palmetto Middle school, collaborate with the gifted teachers to develop strategies and programs that meet the needs of the gifted students, and ensure the gifted population maintains a high level of academic achievement.

Susana Blancaneaux, SPED teacher, Department Chair, and SST Coordinator will provide expertise in assisting the SPED students, by collaborating with general education teachers develop strategies to address the needs of SPED students, and assist the administrative team in meeting AMO targets with our SPED population. Mrs. Blancaneaux will also be responsible for identifying students in need of ESE services who did not show progress with Tier 3 intervention.

Team Leaders Monica Alvarez and Cindy Iturmendi will work cooperatively with counselors, teachers, and parents to progress monitor student grades and attendance. The Team Leaders will coordinate conferences to address academic performance and attendance for students who display early warning signs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The RTI team will meet once a month and will focus on data analysis from the i-Ready assessment and District topic assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The RTI Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly grade level meetings, teachers will recommend struggling students for Tier 2 intervention to the RTI team.

Palmetto Middle School receives a Title III Grant every year to provide ESOL students with after-school tutoring in Math, Science, Reading, and Language Arts.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jesus Gonzalez	Principal
Frankie Hurlburt	Teacher
Lisa Smith-Burns	Teacher
Gloria Hagen	Teacher
Veronica Da Silva	Teacher
Michael Hoadley	Teacher
Olga Diaz	Education Support Employee
Johnathan Hammel	Business/Community
Gina Vinueza	Parent
Erin Kobetz	Parent
Dana March	Parent
Christina Sabina	Teacher
Lisa Gitlin	Parent
Juliana Nunes	Parent
Cristina Blanco	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The progress of the School Improvement Plan was discussed at every EESAC meeting and recommendations were made to add or modify strategies. In the beginning of the 2017-2018 school year, the EESAC members analyzed assessment results to determine the effectiveness of the goals and strategies in the SIP from the previous school year.

b. Development of this school improvement plan

The administration and teachers provided the Education Excellence School Advisory Council with student data, information about the Florida Standards Assessment, and indicated the financial need for the upcoming school year. Feedback was solicited from the members of SAC on how to effectively allocate funds for the use of technology and staff development for the 2017-2018 school year.

c. Preparation of the school's annual budget and plan

The administration and EESAC members presented the monetary needs of the school that would positively affect student achievement..

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Advancement in Technology \$2,000

Community Outreach Projects \$500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Gonzalez, Jesus	Principal
Hayes, Tiffany	Assistant Principal
Alvarez, Monica	Teacher, K-12
Blancaneaux, Susana	Teacher, ESE
Cromer, Randall	Assistant Principal
DaSilva, Veronica	Teacher, K-12
Figueiras, Graciela	Teacher, K-12
Grace-Spinelli, Nicole	Teacher, ESE
Iturmendi, Cindy	Teacher, K-12
Martin, Warren	Teacher, K-12
Ortiz, Terri	Teacher, K-12
Smith-Ramsey, Lisa	Administrative Support
Taylor, Vivian	Teacher, K-12

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives of the Literacy Leadership Team this year are to focus on data analysis and providing professional development on effective differentiated instruction that addresses the Florida State Standards. There will be an increase use of i-Ready Reading program and topic assessments

to monitor the progress of FSA Level 1 and 2 students and the lowest 25%. Students will also engage in literacy activities in homeroom that focus on specific skills in order to increase overall fluency and comprehension.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are provided time to partake in weekly grade level collaborative planning on Wednesdays from 8:30 AM - 9:00 AM.. Non-opt teacher planning days and early release days are also used for teacher professional development and collaboration in order to share best practices and increase student achievement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The administrative team will provide monthly professional development opportunities to teachers that are not highly qualified and assist them with locating the necessary training and resources to become certified-in-field. Teachers will also be assigned a mentor teacher within their department who can guide them towards becoming highly qualified in their field and model best practices.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The administrative team will provide opportunities for veteran teachers to share best practices in the bi-weekly faculty meetings in order to assist new teachers with building their capacity to engage in effective teaching. Teachers that have been teaching less than 3 years will also have a highly effective mentor teacher assigned to them.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Each department uses a grade level planning sheet and District pacing guide that indicates the Florida State Standards, grade level/course topics, and resources that are aligned to the standards. The Department Chair submits the completed forms to administration on a bi-weekly basis for review and feedback. Supplemental materials are also reviewed by the department for alignment to the standards and are shared with colleagues.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

After each topic assessment or i-Ready Diagnostic Assessment, the teacher will analyze the student data to provide feedback to students and target skill deficiencies. The teacher will also place

struggling students into small groups where they are given intense intervention. Proficient or advanced students are given higher order thinking activities to apply new skills in a real-world context. Supplemental computer programs are also used to reteach deficient skills and reinforce areas of proficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,170

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will infuse technology into science, conduct scientific experiments, develop projects to be entered into the Fairchild Challenge competition, as well as produce a variety of writing experiences and opportunities.

Strategy Rationale

Students need increased exposure to more challenging and real-world problem solving activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Jesus, jglez1@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The science department and administration will analyze the data collected from mini-benchmark assessments, student lab reports, interim assessments, End of Course exam, and FCAT 2.0 Science test to progress monitor student performance.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

An annual vertical articulation is done with the lead teachers and assistant principals from the feeder elementary and high schools. The topics that are discussed at the articulation are course selection and requirements, extracurricular activities, and suggested summer reading and math activities. Additionally, Palmetto Middle School holds a "Lance for a Day" tour for potential incoming 6th graders and a New Student Orientation the week prior to the first day of school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

In every sixth grade US History, seventh grade Civics, and eighth grade US History class, the Social Studies teachers work with the Business Education teacher to help students participate in a career-planning unit and develop career goals with a plan of action.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The Business Technology instructor incorporates a career planning unit for students in grades 6-8. Students take a self-assessment survey, research on a career of interest, and create reports and PowerPoint presentations on how science, math, and social studies are relevant to their chosen career. The school will also host an annual career fair in order to expose students to various professional and technical careers. Students are also able to take a beginning and advanced technology class where they learn all of the functions and applications of Microsoft Office programs in order to gain certification by taking the CTE exam at the end of the course.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Within the next three years, students will be placed in a vocational class for increased exposure to career and college readiness information. Students will have opportunities to see the relevance of reading, science, writing, social studies, and math by participating in lessons that infuse these essential skills. The school started an Academy of Forensic Science that allows students to explore various careers in the criminal justice, technology, science, and engineering fields.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved, then student achievement will increase. 1a

G097004

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited access to a variety of curriculum materials and instructional strategies that can target skill deficiencies in the content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The District provides the following supplemental programs for free: Edcite.com, CPALMS, teachingchannel.org, Discovery Education, EDMODO, Collections ELA series, Classzone Resources, i-Ready, My-On Reading Program, Imagine Learning, Inside Reading program, iCivics, Carnegie Learning, Gizmos, exemplar lessons and detailed pacing guides on the Learning Village.

Plan to Monitor Progress Toward G1. 8

Utilize data from i-ready and topic assessments to drive collaborative planning and modify instruction.

Person Responsible

Jesus Gonzalez

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

i-ready diagnostic and topic assessment data, grade level planning form, lesson plans, data chat protocol forms, feedback logs.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved, then student achievement will increase. 1

 G097004

G1.B1 Teachers have limited access to a variety of curriculum materials and instructional strategies that can target skill deficiencies in the content area. 2

 B260960

G1.B1.S1 Utilize effective planning protocols and questioning strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions during instruction. Teachers will consistently implement supplemental programs that address skill deficiencies and enhance student performance. 4

 S276326

Strategy Rationale

Students need assistance with developing critical thinking skills in order to develop the ability to analyze literary pieces, solve complex math problems, and develop the ability to synthesize multi-tiered scientific investigations.

Action Step 1 5

Teachers will meet to plan collaboratively, review resources, and share best practices that will support higher order thinking questions and assessments.

Person Responsible

Tiffany Hayes

Schedule

Biweekly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Collaborative planning sheets, student work samples, lesson plans, sign-in sheets, and agendas.

Action Step 2 5

Students will participate in weekly enrichment and intervention activities during homeroom that will increase understanding of weekly benchmarks.

Person Responsible

Tiffany Hayes

Schedule

On 4/6/2018

Evidence of Completion

Student work samples, teacher activity logs, and i-ready reports.

Action Step 3 **5**

Students will participate in before school and after school tutorial sessions for Reading and Math.

Person Responsible

Graciela Figueiras

Schedule

Weekly, from 11/13/2017 to 4/6/2018

Evidence of Completion

Student work samples, tutorial sign-in sheets, lesson plans, and tutoring logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Conduct professional development about effective planning that facilitates the development of rigorous instructional strategies that encompass deep questioning techniques and application of the Florida State Standards and the Cambridge Program.

Person Responsible

Jesus Gonzalez

Schedule

Biweekly, from 10/27/2017 to 3/23/2018

Evidence of Completion

Sign-in sheets, handouts, and agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Teachers will collaboratively plan and utilize planning sheets that will facilitate lesson development, include deep questioning techniques, and application of the Florida State Standard. Teachers will also share best practices that will address the benchmarks outlined in the District Pacing Guide.

Person Responsible

Tiffany Hayes







Schedule

Weekly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Grade level planning planning sheet, evidence of deep questioning during lesson delivery, lesson plans, instructional focus calendars.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M400301	Conduct professional development about effective planning that facilitates the development of...	Gonzalez, Jesus	10/27/2017	Sign-in sheets, handouts, and agendas	3/23/2018 biweekly
G1.B1.S1.A2  A372148	Students will participate in weekly enrichment and intervention activities during homeroom that...	Hayes, Tiffany	9/25/2017	Student work samples, teacher activity logs, and i-ready reports.	4/6/2018 one-time
G1.B1.S1.A3  A372149	Students will participate in before school and after school tutorial sessions for Reading and Math.	Figueiras, Graciela	11/13/2017	Student work samples, tutorial sign-in sheets, lesson plans, and tutoring logs.	4/6/2018 weekly
G1.MA1  M400302	Utilize data from i-ready and topic assessments to drive collaborative planning and modify...	Gonzalez, Jesus	9/25/2017	i-ready diagnostic and topic assessment data, grade level planning form, lesson plans, data chat protocol forms, feedback logs.	5/31/2018 monthly
G1.B1.S1.MA1  M400300	Teachers will collaboratively plan and utilize planning sheets that will facilitate lesson...	Hayes, Tiffany	9/25/2017	Grade level planning planning sheet, evidence of deep questioning during lesson delivery, lesson plans, instructional focus calendars.	5/31/2018 weekly
G1.B1.S1.A1  A372147	Teachers will meet to plan collaboratively, review resources, and share best practices that will...	Hayes, Tiffany	9/25/2017	Collaborative planning sheets, student work samples, lesson plans, sign-in sheets, and agendas.	6/1/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will meet to plan collaboratively, review resources, and share best practices that will support higher order thinking questions and assessments.	\$0.00
2	G1.B1.S1.A2	Students will participate in weekly enrichment and intervention activities during homeroom that will increase understanding of weekly benchmarks.	\$0.00
3	G1.B1.S1.A3	Students will participate in before school and after school tutorial sessions for Reading and Math.	\$0.00
Total:			\$0.00