

Miami-Dade County Public Schools

Miami Palmetto Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Palmetto Senior High School

7431 SW 120TH STREET, Pinecrest, FL 33156

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

Demographics

Principal: Victoria Dobbs G

Start Date for this Principal: 7/16/2015

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 51% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (59%) 2017-18: B (58%) 2016-17: B (60%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Miami Palmetto Senior High School

7431 SW 120TH STREET, Pinecrest, FL 33156

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 9-12 | No | 45% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 76% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | B | B | B |

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We demonstrate academic excellence, personal integrity, civic responsibility, and global awareness.

Provide the school's vision statement.

Vis Per Scientiam (Strength Through Knowledge)

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Dobbs, Victoria | Principal | Principals oversee all higher-level operations in a school. They ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Principals supervise teachers and education staff and keep track of student performance. Principals also research and acquire new materials and resources to improve the experience of both students and teachers. |
| Barreras, Daniel | Assistant Principal | The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Athletic/Activities, Supervision Dress Code, IPEGS Observations, Leadership Team, Lunch Supervision, Academic Programs, Articulation, AP Coordinator, Beginning Teachers, Community Service, Curriculum Bulletin Curriculum, Materials Department Chairs, FTE, Honor Council, Instructional Program, Intern Liaison, Magnet Programs, Master Schedule, New Teacher Orientation, Open House, Programs/Eligibility Professional Development, SACS Accreditation, School Improvement Plan, Silver Knights, Student Services, Teacher Certification, Teacher of the Year, Vertical Teaming. |
| Del Valle, Vivian | Assistant Principal | The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Dress Code IPEGS Observations Leadership Team Lunch Supervision Academy Fair Budget Monitoring Child Study Team Clerical Handbook Clerical of the Year Clerical Staff Coverage Liaison Emergency Coverage ESOL Program FSA/EOC Testing Health Screening Internal Funds Honor Roll Events META Compliance M-Team Meetings Opening/Closing of School Paraprofessionals Paraprofessional O. T. Y. Payroll RTI SPED Staffing's Student/Staff Accidents Substitute Accounting Testing Wellness Policy, Alphabet Discipline: R – Z DEPARTMENTS: Foreign Language Mathematics SPED, |
| | Assistant Principal | The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: Principal's Designee Athletic/Activities Supervision Dress Code IPEGS Observations Leadership Team Lunch Supervision Alternative Ed. Liaison At-Risk Program AFSCME of the Year Cafeteria Handbook Capital Improvement Coordinate Custodial Duties Critical Incident Res. Mgmt.Custodial Handbook Disaster Preparedness Drop Out Prevention EESAC FLVS Contact Person Food & Nutrition Free/Reduced Lunch Hurricane Shelter Industry Certifications Insurance/Employee Lunch Schedule Physical Plant Safety-to-Life Committee School Safety Committee SCSI Security Staff Attendance Vocational Programs Work Experience Zone Mechanic Alphabet Discipline: E - K DEPARTMENT: Physical Education Science Vocational/Business |
| Tellechea, Jesus | Assistant Principal | The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

operation. Specific roles include: attendance, evacuation drills, fire drills, graduation, Honor Roll events, ID badges, property control, Public Relations liaison, PTSA, School Website, staff recognition program, student awards, student/staff parking, technology program, transportation.

Demographic Information

Principal start date

Thursday 7/16/2015, Victoria Dobbs G

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

66

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

37

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

2,747

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-------|------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 662 | 725 | 614 | 690 | 2691 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 182 | 174 | 178 | 647 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 78 | 65 | 51 | 205 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 115 | 106 | 68 | 321 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 95 | 74 | 98 | 344 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87 | 83 | 84 | 134 | 388 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 | 0 | 0 | 0 | 201 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|-----|-----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 161 | 138 | 152 | 542 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 3 | 5 | 20 |

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated

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 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 734 | 635 | 719 | 751 | 2839 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 | 176 | 181 | 268 | 807 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 66 | 51 | 23 | 215 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 109 | 67 | 23 | 312 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 73 | 99 | 124 | 388 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 | 83 | 131 | 174 | 471 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 | 140 | 151 | 152 | 598 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 4 | 3 | 8 | 22 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 66% | 59% | 56% | 63% | 59% | 56% |
| ELA Learning Gains | | | | 60% | 54% | 51% | 53% | 56% | 53% |
| ELA Lowest 25th Percentile | | | | 37% | 48% | 42% | 37% | 51% | 44% |
| Math Achievement | | | | 52% | 54% | 51% | 54% | 51% | 51% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | 49% | 52% | 48% | 50% | 50% | 48% |
| Math Lowest 25th Percentile | | | | 34% | 51% | 45% | 37% | 51% | 45% |
| Science Achievement | | | | 69% | 68% | 68% | 70% | 65% | 67% |
| Social Studies Achievement | | | | 78% | 76% | 73% | 74% | 73% | 71% |

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2021 | | | | | |
| | 2019 | 67% | 55% | 12% | 55% | 12% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 64% | 53% | 11% | 53% | 11% |
| Cohort Comparison | | | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 68% | 68% | 0% | 67% | 1% |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |

| HISTORY EOC | | | | | |
|---------------------|---------------|-----------------|--------------------------------------|--------------|-----------------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 77% | 71% | 6% | 70% | 7% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 43% | 63% | -20% | 61% | -18% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 56% | 54% | 2% | 57% | -1% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

School Leadership Teams will access and review all 2020-2021 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

| Grade 9 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |

| Grade 10 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 64.2% | 0 |
| | Economically Disadvantaged | 0 | 50.8% | 0 |
| | Students With Disabilities | 0 | 34.1% | 0 |
| | English Language Learners | 0 | 0% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 46.3% | 0 |
| | Economically Disadvantaged | 0 | 37.8% | 0 |
| | Students With Disabilities | 0 | 29.4% | 0 |
| | English Language Learners | 0 | 40% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 11 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 63.8% | 0 |
| | Economically Disadvantaged | 0 | 61.3% | 0 |
| | Students With Disabilities | 0 | 45.2% | 0 |
| | English Language Learners | 0 | 0% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 61.1% | 0 |
| | Economically Disadvantaged | 0 | 51% | 0 |
| | Students With Disabilities | 0 | 37% | 0 |
| | English Language Learners | 0 | 15% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 18.5% | 0 |
| | Economically Disadvantaged | 0 | 17.2% | 0 |
| | Students With Disabilities | 0 | 13% | 0 |
| | English Language Learners | 0 | 0% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 12 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 75.3% | 0 |
| | Economically Disadvantaged | 0 | 67.9% | 0 |
| | Students With Disabilities | 0 | 38.5% | 0 |
| | English Language Learners | 0 | 53.3% | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

| | | Grade | | | |
|-----------------------|----------------------------|----------------------|------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 0 | 0 | 0 |
| | Economically Disadvantaged | | 0 | 0 | 0 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 27 | 36 | 20 | 22 | 27 | 17 | 45 | 43 | | 84 | 27 |
| ELL | 35 | 51 | 47 | 32 | 35 | 24 | 37 | 47 | | 95 | 50 |
| ASN | 78 | 75 | | 69 | 50 | | 83 | 84 | | 100 | 68 |
| BLK | 28 | 33 | 17 | 13 | 18 | 13 | 30 | 42 | | 87 | 34 |
| HSP | 67 | 56 | 39 | 48 | 28 | 20 | 62 | 76 | | 95 | 63 |
| MUL | | | | | | | | 83 | | | |
| WHT | 77 | 61 | 31 | 58 | 31 | 16 | 76 | 84 | | 97 | 73 |
| FRL | 49 | 45 | 29 | 31 | 22 | 14 | 51 | 63 | | 91 | 50 |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 30 | 36 | 23 | 22 | 37 | 35 | 42 | 48 | | 70 | 22 |
| ELL | 27 | 36 | 31 | 28 | 41 | 35 | 46 | 60 | | 87 | 59 |
| ASN | 82 | 62 | | 75 | 53 | | 79 | 88 | | 88 | 83 |
| BLK | 34 | 44 | 37 | 25 | 38 | 36 | 37 | 57 | | 72 | 29 |
| HSP | 66 | 60 | 35 | 53 | 50 | 34 | 71 | 78 | | 91 | 58 |
| MUL | 89 | 65 | | 80 | | | | | | | |
| WHT | 80 | 69 | 41 | 68 | 55 | 33 | 79 | 86 | | 96 | 72 |
| FRL | 54 | 54 | 36 | 41 | 45 | 35 | 57 | 62 | | 80 | 43 |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 33 | 40 | 26 | 23 | 34 | 31 | 39 | 41 | | 86 | 29 |
| ELL | 27 | 57 | 58 | 45 | 57 | 52 | 67 | 29 | | 73 | 55 |
| ASN | 72 | 68 | | 69 | 74 | | 79 | 93 | | 100 | 83 |
| BLK | 40 | 45 | 32 | 32 | 40 | 27 | 40 | 46 | | 82 | 30 |
| HSP | 60 | 52 | 39 | 54 | 49 | 41 | 71 | 73 | | 88 | 50 |
| MUL | 79 | 42 | | 83 | 82 | | | | | | |
| WHT | 78 | 58 | 39 | 67 | 56 | 38 | 84 | 87 | | 94 | 68 |
| FRL | 48 | 48 | 35 | 44 | 46 | 36 | 59 | 59 | | 82 | 35 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 32 |
| Total Points Earned for the Federal Index | 567 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 92% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 35 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | 76 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 32 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 54 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 83 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 60 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Answering this question using 2019 data: trends were consistent in showing that Miami Palmetto Sr. scored above the district and state average for the following core content areas; English Language Arts, Math, and Social Studies. However, for Science, Palmetto scored above the district average in Science but scored identically when compared to the state average. Moreover, the ELL, SWD, and BLK subgroups were the lowest-performing in achievement in ELA, Math, Science, and Social Studies. These trends directly reflected the lower graduation rates for each of these subgroups.

Answering this question using 2021 data: There was a decrease of 4% in 9th grade FSA ELA and an increase of 1% in 10th grade FSA ELA. Math has the lowest scores, with Algebra 1 which decreased by 12% and Geometry decreased by 5%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Answering this question using 2019 data: The greatest need for improvement will need to take place in the subject of Algebra I for all students and subgroups. Although and additionally, the ELL, SWD, and BLK subgroups need to be more precisely targeted in an effort to improve all content area test scores.

Answering this question using 2021 data: Algebra 1 is where the focus for the greatest need for improvement lies, the scores decreased by 12%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Answering this question using 2019 data: Contributing to the necessity of this improvement in Algebra I and for the identified subgroups is the acknowledgment these students are traditionally known for being at risk due to poorer attendance and greater disciplinary problems. In order to address these issues implementation of culturally responsive pedagogy through district PLST meetings and school representatives will take place to meet the needs of the ELL, SWD, and BLK subgroups.

Answering this question using 2021 data: The factors that led to this need for improvement stems from inconsistent lessons due teachers needing to teach in dual modalities. Some actions that will need to be taken to address the need for improvement will be teachers using instructional strategies that engage students, such as differentiated instruction during 2 hour blocks or using technology applications that pace students progress throughout the course.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Answering this question using 2019 data: The most improvement based on progress monitoring and the 2019 state assessments took place in ELA learning gains. From 2018 to 2019, learning gains improved by seven percentage points. This was followed by ELA lowest 25% improvement and then Social Studies Achievement which showed an increase of four percentage points.

Answering this question using 2021 data: The most improvement based on progress monitoring and 2021 state assessments was the 10th grade FSA ELA that increased by 1%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Answering this question using 2019 data: Teachers engaged in greater interdisciplinary collaboration observing and sharing BEST practices. Furthermore, administrators engaged in constant communication with teachers in order to meet the needs of teachers to assure the completion of statewide benchmarks and district set pacing guides.

Answering this question using 2021 data: The contributing factors to this improvement were the way teachers worked with their students during this difficult time teachers were conducting lessons using dual modalities. New actions that the school took were the ways to create opportunities to share best practices during the school year to engage students in the lessons.

What strategies will need to be implemented in order to accelerate learning?

The implementation of data chats between teachers, department heads, and administrators needs to occur greater frequency in order to identify students who are at risk of not meeting expectations set forth by the district and state in order to meet graduation requirements. Shared BEST practices among faculty and staff, implementation of social and emotional learning, and culturally responsive pedagogy will also be used as tools by the school to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities the administration, PLST team, and PD liaison will provide the faculty and staff will have a central focus on social and emotional learning, culturally responsive and revitalizing pedagogy, and the use and implementation of online platforms in the classroom with a heavy focus on Schoology. Furthermore, the use of interdisciplinary collaboration and use of BEST practices will occur with regularity during professional development opportunities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to a fully staffed guidance counselor staff and CAP advisor, we will be providing students with a TRUST counselor who will be present on campus each school day. Extended Learning opportunities will be provided with lunchtime and after-school tutoring and interventions as well extracurricular clubs with a variety of focal areas in order to meet the need of a multicultural student body. Also a Reading Coach will provide assistance to teachers showcasing instructional practices that increase student achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Miami Palmetto Senior High math students' achievement level in math over the past 3 years have experienced a decline. Math achievement levels fell two points and math learning gains fell one point over 2018 to 2019. For 2021, Math achievement decreased by 7 points, and this issue needs to be addressed in order accelerate the learning of math topics.

Measurable Outcome: Miami Palmetto Senior High math students plans to experience a 3 point increase in overall math achievement leading to 55% achievement level. In 2018 the math achievement level of Miami Palmetto Senior High students was 54% and experienced a decrease to 52% in 2019. By the end of the first grading period, teachers will have Baseline Assessment scores and student will show an 5% increase on the Topic Assessments.

Monitoring: Math teachers will be using performance matters to use data to differentiate instruction in order to adequately scaffold students during the learning process. During walkthroughs, administration will observe lessons where students are engaged in differentiated instruction and teachers have evidence of differentiated instruction in lesson plans.

Person responsible for monitoring outcome: Daniel Barreras (dbarreras@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy of Data driven instruction will be implemented to support student math achievement levels at Miami Palmetto Senior High. Teachers will use student data to individualize instruction and provide data chats with their students so they know which topics they need to work on.

Rationale for Evidence-based Strategy: When students are able to see and analyze their data, the students will be able to focus on the standards they need to focus on to streamline and accelerate the learning.

Action Steps to Implement

8/19/21-10/29/21 - Teachers will attend a PD or be trained in Performance Matters and familiarize themselves with the application. As a result, teachers will be able to provide a Baseball Card report to prepare for Data Chats.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

8/23/21-9/10/21 - Algebra 1 and Geometry teachers will administer the baseline assessment to gather accurate data. As a result, teachers will be able to collect and analyze the data from the assessments.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

9/13/21-10/29//21 - Algebra 1 and Geometry teachers will meet monthly to determine effective ways to incorporate data driven instruction and data chats in their lessons. As a result, teachers lesson plans will have evidence of data driven instruction.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

9/27/21-10/1/21 - Algebra 1 and Geometry teachers will hold data chats and find the areas where support is needed for the students. As a result, teachers and students will be aware of the areas of support that are needed.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21 - 12/17/21 - Teachers will identify students that will benefit from Algebra 1 tutoring. As a result, teachers will know who are the students that need to be monitored closely.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21 - 12/17/21 - Students will begin tutoring for Algebra 1 after school. As a result, students will move towards mastery of the benchmarks that will be assessed on the Algebra 1 EOC.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Instructional leadership teams will create leadership roles for teachers to conduct teacher / peer observations and interdisciplinary collaboration to improve teacher efficacy and staff morale.

Measurable Outcome: Incorporating instructional leadership teams will improve student learning by increasing teacher efficacy and lesson differentiation. Improvement of student learning will be evidenced by an improvement in quarterly topic tests and end of year state assessments. By the end of the first grading period, the instructional leadership team will have at least 20 members of the faculty.

Monitoring: The Assistant Principal will be monitoring the the instructional leadership team to ensure that the members of the instructional leadership team are fulfilling their goals and sharing the knowledge they acquire to their colleagues.

Person responsible for monitoring outcome: Daniel Barreras (dbarreras@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be used is Shared Leadership. The instructional leadership team will share best practices and conduct teacher-driven observations to build capacity among the members of the school community. The instructional leadership team will work together to create an engaging school climate that fosters student learning.

Rationale for Evidence-based Strategy: By conducting teacher-driven observations, the participating teachers will collaborate with colleagues, reflect on best practices and improve the student learning experience.

Action Steps to Implement

8/19/21 - Introduce the Instructional Leadership Team at the opening of schools professional development and acquire participants who want to be a part of it. As a result, teachers will have an understanding of how the Instructional Leadership Team will work together throughout the school year to create an engaging school climate that fosters student learning.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

9/13/21-9/17/21 - Instructional leadership Team will create a collective goal and then construct a plan of action on how to complete the collective goal. As a result, the Instructional Leadership Team will have plans set for the 2021-2022 school year that the faculty can participate in.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

10/4/21-10/8/21 - Instructional Leadership Team will facilitate a meeting where teachers can look for systematic ways to improve student outcomes within the school. As a result, teachers will be able to meet and discuss the various ways planning for instruction can build capacity between members of the group.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

10/11/21-10/29/21 - Continue Instructional Leadership Team meetings monthly and develop teacher led observation schedule. As a result, teachers will be able to participate in teacher led observations that will build capacity in classroom management and lesson fluidity, leading to foster student growth.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21- 12/17/21- Instructional leadership team will send out google form to faculty to see if teachers want to participate in the teacher driven observations facilitated by the instructional leadership team.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

11/1/21- 12/17/21- Instructional leadership team will conduct teacher driven observations to those teachers who request it.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the 2021 climate survey, building a strong school morale is essential for student academic achievement. Creating a positive environment can help students develop their full potential. Implementing social emotional strategies in the classroom can help improve the school morale. In addition, implementing social emotional learning strategies, will contribute to the students' academic success.

Measurable Outcome: The school's climate survey will demonstrate an increase of 5% with the number of stakeholders that agree with the statements about school climate and morale. Also, students will show improvement in their assignments and assessments throughout the school year. In addition, the state assessment data will reveal learning gains and an increase in passing EOCs and FSAs assessments. By the end of the first grading period, referrals to the Trust Counselor and Mental Health Coordinator will decrease by 5%.

Monitoring: Teachers will use social emotional strategies in the classroom, while the Trust Counselor and Mental Health Coordinator monitor the students that they see with the need for social emotional support during their weekly sessions.

Person responsible for monitoring outcome: Daniel Barreras (dbarreras@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be used is Social Emotional Learning. Teachers will use the Miami Dade County Public Schools Pacing Guides to do their lesson plans and will use the resources included in the Mental Health Services webpage to include Social Emotional Learning strategies in their classrooms.

Rationale for Evidence-based Strategy: Social Emotional learning is an essential for student academic achievement. Maintaining a positive school culture contributes to student success and academic growth.

Action Steps to Implement

8/19/21 - Provide PD for teachers that includes a breakout session on Social Emotional Learning in the classroom. As a result, teachers will have a greater understanding on how Social Emotional Learning is important in the classroom for student success.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

9/13/21-10/1/21 - Provide teachers with Social Emotional material to share with their classes. As a result, students will have resources to understand the social emotional strategies that are needed to be successful.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

10/11/21-10/22/21 - Develop professional development focused on Social Emotional Learning using the resources included in the Miami-Dade County Public Schools Mental Health Service webpage. As a result, the PLST will be able to develop a PD that fills the need for teachers to have a better understanding of Social Emotional Learning in the classroom.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

10/29/21 - Hold PD for school faculty and staff that includes a session on Social Emotional Learning in the classroom. As a result, teachers will have opportunities to develop more social emotional strategies for their classroom.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21- 12/17/21- Teachers will implement the social emotional learning strategies that they were taught in during the professional development on October 29.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/16/21- The instructional leadership team will develop more social emotional learning strategies for teachers to implement in the classroom during their November meeting and they will distribute it to faculty.

Person Responsible Nicole Swanson (n.swanson@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

At Miami Palmetto Senior High for the 2021-2022 school year, teachers will be on a 2-hour block schedule. Having this time will allow teachers to engage students in multiple activities throughout the class period. Differentiating instruction for students will allow teachers to get to know the students' abilities and help foster the growth that individual students might need. Looking at the 2021 data, there has been a decline in English and Math Learning Gains. In 2021 English Learning Gains declined by 5 points, and Math Learning Gains declined by 22 points. This shows a critical need in these areas where differentiation can improve student success.

Measurable Outcome:

During the 2021-2022 school year, our goal on student scores on the ELA FSA and Math EOC assessments will increase 3 points respectfully. The 2019 FSA ELA achievement was 66% and it will increase to 69%, also 2019 EOC Math achievement was 52%, and it will increase to 55% . If there are Learning Gains calculated on the 2022 administration of the FSA and EOC, our goal will be to increase those scores by 5 points. By the end of the first grading period, teachers will have given the baseline assessments and student scores on the Topic and Unit Assessments will increase by 5%.

Monitoring:

Teachers and administration will be monitoring topic assessments on Performance Matters throughout the school year. Also, teachers will monitor students' progress on class assessments. Teachers will have data chats with students on a quarterly basis, and administration will have data chats with the teachers for a Mid-Year Review.

Person responsible for monitoring outcome:

Daniel Barreras (dbarreras@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy that will be used is Differentiated Instruction. Teachers will be Differentiating Instruction for the 2021-2022 school year, which has been a tested and true strategy that if implemented with fidelity will increase student achievement.

Rationale for Evidence-based Strategy:

If teachers are differentiating instruction on a consistent basis and implemented with fidelity, it can increase student achievement and learning gains. Teachers will be able to target students and can focus on the areas of support where students need to increase scores.

Action Steps to Implement

8/19/21-10/29/21 - Provide teachers with Professional Development opportunities to familiarize themselves with various Differentiated Instruction activities for the classroom. As a result, teachers will have multiple activities to implement Differentiated Instruction in the classroom.

Person Responsible

Daniel Barreras (dbarreras@dadeschools.net)

8/23/21-10/29/21 - Allow teachers opportunities to meet with each other to share best practices for Differentiating Instruction during monthly department meetings. As a result, teachers will meet in their department meeting and discuss the different Differentiated Instruction activities that will be used that month.

Person Responsible

Daniel Barreras (dbarreras@dadeschools.net)

8/23/21-10/29/21 - Teachers will create lesson plans that reflect Differentiated Instruction within the classroom instructional block. As a result, teachers will create lesson plans that reflect Differentiated Instruction activities.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

9/13/21-10/29/21 - Administration will conduct walkthroughs to ensure that lessons include Differentiated Instruction activities. As a result, administrators will observe Differentiated Instruction taking place during the lessons in the classroom.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21 - 12/17/21 - Journal articles about Differentiated Instruction will be sent to teachers so they can review some strategies that benefit students. As a result, teachers can have a better understanding of Differentiated Instruction strategies.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

11/1/21 - 12/17/21 - Teachers will discuss Differentiated Instruction strategies during department meetings. As a result, teachers will learn about the different strategies used by other colleagues.

Person Responsible Daniel Barreras (dbarreras@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2021-2022 school year, Miami Palmetto Senior High's primary area of concern for discipline is students vaping, with an incident rate of 3.18. The school environment will be monitored using special sensors that will be installed in restrooms and can inform administration when someone is vaping in the restroom. Installing these sensors will change student behaviors to not vape on the school campus. We are looking to see a decreased incident rate lower than 3.0 for the 2021-2022 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Miami Palmetto Senior High works to create an inclusive and vibrant school culture and the environment through a multitude of varied approaches. Community inclusion and participation, school-based on-campus events, and student-driven initiatives work to create experiences throughout the school year. The goal is to engage students, their families, and the community to be invested in the success of Miami Palmetto and the students who attend.

Palmetto's administration and faculty work in close relation with the Parent/Teachers Association (PTA) to provide the staff with resources needed in their classrooms in order to meet the needs of the students. The PTA also provides opportunities for the faculty and staff to engage parents, community members, and stakeholders in order to develop strong relationships and transparency of what occurs on a daily basis on campus.

Incoming freshmen Panthers are given the opportunity to attend "Panther Preview" where students and their parents/guardians attend a two-day orientation. It allows both students and parents to become acclimated and comfortable with the layout of the campus, become exposed to our "Panther culture," and meet our staff in preparation for the first day of school.

Palmetto offers the student body a fully staffed guidance department including a CAP advisor and a Trust counselor. The CAP advisor serves as a conduit between upperclassmen and their desire to attend a college or university post-graduation. The trust counselor will be based on campus to help meet the social and emotional needs of the students.

Athletics and on-campus events during and after the school day create a sense of pride among the students and staff. Appreciation and support for girls and boys sports for the fall, winter and spring seasons are found with student-athletes fulfilling their desire to be successful in the classroom and on the playing field where they can also find their peers in the stands showing their support. Seasonal and "big game" pep rally occurs in order to provide an atmosphere of unity on campus.

Other school-based events, such as Panther Movie Night and performances by the Drama Club and Thespians give alternatives to students to come to campus and engage their teachers and peers in a way that differs from the traditional classroom relationship. This interaction helps bind and strengthen the Panther community; it also follows a long tradition and deep-rooted culture found at Miami Palmetto Sr. going back to the school's origin in the 1950s,

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building positive school culture and environment are the principal, assistant principals, teacher leaders, counselors, and security Staff. The principal's role is to serve as the facilitator by assuring the many moving parts of our campus are functioning properly. The principal will monitor and oversee all the school's initiatives, school-based events and respond to concerns with morale by planning Team-building and morale-boosting activities. Furthermore, the principal will serve as the primary line of communication with the greater community in order to establish a healthy working relationship and transparency.

The Assistant principals will work as extensions of the principal. Serving as the principal's "eyes and ears." Assistant principals will also observe and provide constructive feedback to the staff in order to meet the goals and expectations set forth in Palmetto's mission and vision statement.

Teacher leaders, instructional coaches, counselors, and paraprofessionals will work in unity and assist in providing and responding to feedback from other stakeholders, such as the assistant principals, parents, and the community at large. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. This group will work in close proximity and with the

greatest frequency with the student body, therefore, this group's role of creating a positive and supportive culture and the environment becomes of utmost importance.

The security staff provides the importance of a student's ability to feel safe and comfortable throughout the school day. Students who are present on campus who feel safe will have a greater likelihood to accel in the classroom. Thus, the security staff will carry the responsibility of providing a safe and efficient learning environment to the students, which in turn, provides a comforting mindset to parents, guardians, and the rest of the community.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 2 | III.A. | Areas of Focus: Leadership: Instructional Leadership Team | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 4 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| Total: | | | \$0.00 |