

Miami-Dade County Public Schools

Palmetto Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 27 |
| Budget to Support Goals | 27 |

Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

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

Demographics

Principal: Alina Valero

Start Date for this Principal: 3/3/2015

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| 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) | 48% |
| 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 (61%) 2017-18: B (61%) 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 27 |

Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

<http://pms.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) |
|--|------------------------|--|
| Middle School 6-8 | No | 35% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | B | B | B |

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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.

The mission of Palmetto Middle School is to provide a safe environment for 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.

Provide the school's vision statement.

Through a partnership between students, staff, and community, Palmetto Middle School will focus on preparing students for high school, college, and career. Our goal is to inspire and empower students to excel academically, emotionally, and socially in a safe environment facilitated by a dedicated staff.

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 |
|------------------------|---------------------------|---|
| Gonzalez, Jesus | Principal | Principal: Direct and manage instructional program and supervise operations and personnel at the campus level. Ensure that the school's vision and mission align to the district's initiatives while collaborating with all stakeholders. |
| Cromer, Randall | Assistant Principal | Assistant Principal: Direct and manage facility including equipment, safety and custodial /security personnel. Responsible for discipline of students. |
| Figueiras, Graciela | ELL Compliance Specialist | Ensure ELL program is in compliance and all ELL students are receiving the services which they need to acquire their education. Ensure ELA department is in compliance and all students are receiving the instruction they need to acquire their education through standards based instruction. |
| Grace-Spinelli, Nicole | Teacher, ESE | Ensure Math department is in compliance and all students are receiving the instruction they need to acquire their education through standards based instruction. |
| Martin, Warren | Teacher, K-12 | Ensure Social Studies department is in compliance and all students are receiving the instruction they need to acquire their education through standards based instruction. |

Demographic Information

Principal start date

Tuesday 3/3/2015, Alina Valero

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.*

15

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.*

25

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

842

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

1

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

0

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 | 226 | 305 | 311 | 0 | 0 | 0 | 0 | 842 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 39 | 36 | 0 | 0 | 0 | 0 | 94 | |
| 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 | 11 | 3 | 19 | 0 | 0 | 0 | 0 | 33 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 21 | 25 | 0 | 0 | 0 | 0 | 56 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 32 | 20 | 0 | 0 | 0 | 0 | 63 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 31 | 19 | 0 | 0 | 0 | 0 | 66 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 98 | 83 | 0 | 0 | 0 | 0 | 221 | |

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 | 18 | 32 | 34 | 0 | 0 | 0 | 0 | 84 | |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 8 | |

Date this data was collected or last updated

Monday 7/19/2021

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 | 340 | 328 | 354 | 0 | 0 | 0 | 0 | 1022 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 37 | 49 | 0 | 0 | 0 | 0 | 126 | |
| 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 | 2 | 19 | 11 | 0 | 0 | 0 | 0 | 32 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 27 | 17 | 0 | 0 | 0 | 0 | 66 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 20 | 39 | 0 | 0 | 0 | 0 | 89 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 21 | 37 | 0 | 0 | 0 | 0 | 87 | |

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 | 32 | 35 | 48 | 0 | 0 | 0 | 0 | 115 | |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 7 | |

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 | | | | 69% | 58% | 54% | 70% | 56% | 53% |
| ELA Learning Gains | | | | 57% | 58% | 54% | 61% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 44% | 52% | 47% | 40% | 52% | 47% |
| Math Achievement | | | | 73% | 58% | 58% | 70% | 56% | 58% |
| Math Learning Gains | | | | 66% | 56% | 57% | 65% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 46% | 54% | 51% | 46% | 55% | 51% |
| Science Achievement | | | | 60% | 52% | 51% | 61% | 52% | 52% |
| Social Studies Achievement | | | | 74% | 74% | 72% | 79% | 73% | 72% |

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 |
| 06 | 2021 | | | | | |
| | 2019 | 68% | 58% | 10% | 54% | 14% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 63% | 56% | 7% | 52% | 11% |
| Cohort Comparison | | -68% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 73% | 60% | 13% | 56% | 17% |
| Cohort Comparison | | -63% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 73% | 58% | 15% | 55% | 18% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 71% | 53% | 18% | 54% | 17% |
| Cohort Comparison | | -73% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 54% | 40% | 14% | 46% | 8% |
| Cohort Comparison | | -71% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 52% | 43% | 9% | 48% | 4% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 98% | 68% | 30% | 67% | 31% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 74% | 73% | 1% | 71% | 3% |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 99% | 63% | 36% | 61% | 38% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 54% | 46% | 57% | 43% |

Grade Level Data Review - Progress Monitoring Assessments

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

The values displayed below represent the percent of students proficient based on Reading & Math i-Ready diagnostic results, as well as Science and Civics mid-year assessment data.

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 56.4 | 57.9 | 59.3 |
| | Economically Disadvantaged | 32.4 | 32.7 | 34.7 |
| | Students With Disabilities | 19.6 | 11.1 | 15.2 |
| | English Language Learners | 20.0 | 20.0 | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51.7 | 57.4 | 63.0 |
| | Economically Disadvantaged | 30.3 | 35.3 | 43.1 |
| | Students With Disabilities | 13.6 | 17.0 | 28.9 |
| | English Language Learners | | | |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 63.4 | 67.9 | 69.7 |
| | Economically Disadvantaged | 42.2 | 52.7 | 53.4 |
| | Students With Disabilities | 11.8 | 20.6 | 21.2 |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 59.6 | 60.4 | 64 |
| | Economically Disadvantaged | 40.7 | 43.5 | 47.7 |
| | Students With Disabilities | 21.2 | 21.2 | 28.1 |
| | English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 78.0 | |
| | Economically Disadvantaged | | 60 | |
| | Students With Disabilities | | 29 | |
| | English Language Learners | | 0 | |

| Grade 8 | | | | |
|--------------------------|-------------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 62.8 | 61.7 | 67.0 |
| | Economically Disadvantaged | 34.0 | 40.2 | 47.6 |
| | Students With Disabilities | 13.5 | 22.2 | 27.8 |
| | English Language Learners | | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 54.7 | 31.1 | 40.04 |
| | Economically Disadvantaged | 28.0 | 26.1 | 33.7 |
| | Students With Disabilities | 14.7 | 16.7 | 27..8 |
| | English Language Learners | | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 20.0 | |
| | Economically Disadvantaged | | 16.0 | |
| | Students With Disabilities | | 6.0 | |
| | English Language Learners | | | |
| | | | | |

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 | 20 | 34 | 30 | 18 | 21 | 17 | 23 | 36 | | | |
| ELL | 44 | 43 | 26 | 46 | 36 | 30 | 42 | 55 | 50 | | |
| ASN | 85 | 67 | | 85 | 74 | | | | 100 | | |
| BLK | 22 | 24 | 14 | 19 | 15 | 9 | 33 | 38 | | | |
| HSP | 64 | 52 | 30 | 63 | 44 | 32 | 55 | 71 | 55 | | |
| MUL | 100 | 82 | | 92 | 64 | | | | | | |
| WHT | 79 | 55 | 28 | 77 | 53 | 24 | 68 | 87 | 67 | | |
| FRL | 44 | 41 | 24 | 39 | 29 | 22 | 34 | 52 | 29 | | |
| 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 | 27 | 44 | 44 | 30 | 42 | 34 | 34 | 37 | 36 | | |
| ELL | 50 | 56 | 58 | 55 | 55 | 48 | 28 | 70 | 33 | | |

| 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 |
| ASN | 81 | 58 | | 85 | 73 | | | 100 | 100 | | |
| BLK | 22 | 42 | 37 | 25 | 40 | 32 | 23 | 33 | | | |
| HSP | 71 | 58 | 48 | 76 | 68 | 56 | 56 | 79 | 51 | | |
| MUL | 60 | | | 60 | | | | | | | |
| WHT | 81 | 62 | 50 | 85 | 72 | 44 | 78 | 82 | 69 | | |
| FRL | 45 | 47 | 40 | 49 | 51 | 39 | 42 | 57 | 37 | | |
| 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 | 29 | 44 | 34 | 24 | 43 | 36 | 17 | 49 | | | |
| ELL | 39 | 64 | 58 | 46 | 63 | 51 | 28 | 48 | | | |
| ASN | 87 | 81 | | 93 | 90 | | 80 | 80 | 88 | | |
| BLK | 26 | 32 | 22 | 25 | 33 | 28 | 20 | 38 | 21 | | |
| HSP | 73 | 64 | 48 | 72 | 67 | 55 | 59 | 83 | 53 | | |
| MUL | 41 | 50 | | 29 | 43 | | | | | | |
| WHT | 83 | 65 | 49 | 84 | 72 | 58 | 83 | 88 | 72 | | |
| FRL | 52 | 53 | 37 | 50 | 54 | 42 | 39 | 58 | 31 | | |

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 | 54 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 536 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 90% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 25 |
| 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 | 43 |
| 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 | 82 |
| 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 | 22 |
| 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 | 52 |
| 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 | 85 |
| 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 | 35 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?

The Economically Disadvantaged students consistently show learning gains across all grades in both ELA and Math from AP1-AP 3 as follows for the 2019-2020 school year:

ELA: AP1 AP2 Math: AP1 AP2

6th 32.4 34.7 6th: 30.3 43.1

7th 42.2 53.4 7th: 40.7 47.7

8th 34.0 47.6 8th: 28.0 33.7

Analysis of trends for the FSA data for the 2020-2021 school year shows a significant drop in our L25 population in ELA and Math respectively as noted below:

2019 ELA L25 44% 2019 MATH L25 46%

2021 ELA L25 27% 2021 MATH L25 26%

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

The 2021 state assessment data indicates the greatest need for improvement lies within our L25 population in both ELA and Math with a 13 percentage point decrease in ELA and a 20 percentage point decrease in MATH.

The 2019 state assessment data indicates the greatest need for improvement is with the Black/African-American and English Language Learners population. Only 23% of the Black/African-American students were proficient in ELA, 26% in Mathematics, and 24% in Science. Furthermore, the data indicates that only 14% of ELL students were proficient in English/Language Arts on the 2019 state assessment.

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

The factors that contributed to the ELL and Black/African-American subgroups were the need for early intervention, access to technology, and lack of student engagement. The school will focus on strengthening standards-based instruction in all classrooms, data-driven differentiated instruction, increased utilization of scaffolded resources aligned to grade-level content, and increased participation in intervention programs.

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

ELA learning gains with the lowest 25 increased from 40 percentage points in 2018 to 44 percentage points in 2019. Math proficiency increased from 70 percentage points in 2018 to 73 percentage points in 2019.

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

The school utilized progress monitoring data to target students in need of intervention and created pull out groups that utilized scaffolded digital programs to target skill deficiencies. Additionally, teachers monitored student performance and provided small group instruction that was aligned to the standards.

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

Standards-based instruction, Differentiated Instruction, Extended Learning Opportunities, and Interventions-MTSS.

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 PLST in collaboration with Department Chairs will develop job-embedded professional learning opportunities that will address standards-based learning, differentiated instruction, utilizing data for student engagement, and the MTSS process.

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

Weekly department meetings will be scheduled and a member of the Leadership Team will attend to ensure the sharing of best practices, implementation of SIP aligned strategies, and review of aligned resources. Extended learning opportunities will be provided through before and after school intervention and academic-based clubs. Incentives and recognitions will be given for students who demonstrate increased engagement and improved academic performance.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the targeted element of differentiation. This overarching area of differentiated instruction was chosen based on our findings that our L25 population had a significant drop in both ELA and MATH, 13 percentage point in ELA and 20 percentage points in MATH. The 2019 data demonstrated subgroups, Asian, Black, and Multiracial in the lowest 25%, score below the 41% threshold in both ELA and Math. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the lowest 25% subgroup to access grade-level content in order to make learning gains and move towards proficiency. |
| Measurable Outcome: | If we successfully implement differentiation, then our L25 students' proficiency in all areas will increase by an average of 3 percentage points, as evidenced by the 2022 State Assessment data. |
| Monitoring: | The Leadership Team will conduct post i-Ready diagnostic assessment data chats. Teachers will adjust groups based on current data and provide students with feedback. The Administration will follow-up with bi-weekly walkthroughs to ensure quality of instruction is taking place. Administration will review lesson plans for evidence of differentiated instruction for the Lowest 25% subgroup to ensure that ongoing progress monitoring and feedback will takes place post district assessment. |
| Person responsible for monitoring outcome: | Jesus Gonzalez (jglez1@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction (DI). Differentiated instruction is a systematic approach to targeting student needs and providing different students with various avenues to learning such as: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures Instruction will be guided and monitored utilizing various data results in conjunction with online progress monitoring programs. |
| Rationale for Evidence-based Strategy: | Differentiated instruction will ensure that students are receiving instruction based on their individual needs, gain greater access to grade-level content, and gain a deeper understanding of the standards. Teachers will make adjustments to their instruction and lessons as students are progress monitored and data becomes available. Data chats will ensure that teachers and administrators are using data effectively to drive instruction and increase student outcomes. |

Action Steps to Implement

8/31-10/11-Teachers will participate in a job-embedded professional growth activity on the elements of differentiated instruction.Participation in this activity will add to their repertoire of research-based instructional strategies.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Teachers will meet weekly as a department to collaborate and share best practices. Collaborating in this fashion will foster collaboration in the implementation of differentiated instruction.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Administrators will conduct walkthroughs to provide feedback relating to DI as seen in the classrooms. Providing feedback regarding DI from walk throughs will benefit students as suggestions and insights regarding DI can be applied in a timely fashion.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Faculty meetings will highlight exemplar DI strategies being implemented by different departments. This will provide an opportunity for collaboration across content areas between departments. An example is the use of the 10 percent summary strategy used across all curricula.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

11/01 - 12/21 -Administrators will continue to conduct walkthroughs to provide feedback relating to DI. Providing feedback regarding DI from walkthroughs will benefit students as suggestions and insights regarding DI can be applied in a timely fashion.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

11/01 - 12/21 -Data Chats will be conducted with all Language Arts and Mathematics teachers. In doing so, teachers will be able to share their DI methods and receive feedback in order to increase student achievement.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

01/31 - 04/29 AP2 i-Ready Data chats will be conducted with teachers. Teachers will have students complete data chat cards which students will use to track their progress. Differentiated Instruction will take place based on student data.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

01/31 - 04/29 Teachers will continue to meet weekly as a department to collaborate and share best practices. Collaborating in this fashion will foster collaboration in the implementation of differentiated instruction.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

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| Area of Focus Description and Rationale: | Based on the data review of the 2021 School Climate survey 29 % of students disagree or strongly disagree that learning in their classes is fun, showing a need to implement the Targeted Element of Student Engagement. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to engage students in standards-based learning. We will provide the necessary tools needed to increase the academic interest of our students, so they are able to access grade-level content and make learning gains to move towards proficiency. |
| Measurable Outcome: | If we successfully implement the Targeted Element of Student Engagement, then our African American and Students with Disabilities will increase their proficiency on the 2022 State Assessment by a minimum of 5 percentage points. |
| Monitoring: | The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standards-based activities that are aligned to student interest, focusing on the classrooms with the African American and Students with Disabilities subgroups. Teachers will monitor student district assessment data and conduct quarterly data chats with students to set goals, monitor their academic growth, and increase overall engagement. |
| Person responsible for monitoring outcome: | Jesus Gonzalez (jglez1@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Student-Centered Learning. Student-Centered Learning will assist in accelerating the learning gains of our African American and Students with Disabilities subgroups as it provides a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that address the distinct learning needs, interests, aspirations, or cultural backgrounds of all learners. Student-Centered learning will be monitored through instructional walkthroughs, reviews of lesson plans, and the utilization of data during instructional planning. |
| Rationale for Evidence-based Strategy: | Student-Centered Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs and interest. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Student-centered instruction will allow teachers and administration to monitor participation and growth to facilitate implement school-wide incentives to promote engagement. |

Action Steps to Implement

8/31-10/11-PLST Team will develop and conduct a school-based professional development on student-centered learning. Providing this PD will promote student-centered learning school wide.

Person Responsible Vivian Taylor (vtaylor@dadeschools.net)

8/31-10/11-Department Chairs will facilitate bi-weekly collaborative planning that shares best practices, reviews activities, and develops lessons that are student-centered. This type of collaboration will provide teachers with a variety of effective strategies that yield a high level of student engagement.

Person Responsible Warren Martin (wmartin@dadeschools.net)

8/31-10/11-An incentive program will be put into place using a variety of data sources to recognize attendance, appropriate behavior, and classroom performance. This incentive will highlight positive student behaviors and reward student engagement.

Person Responsible Randall Cromer (rcromer@dadeschools.net)

8/31-10/11-Administrators will conduct walkthroughs and provide feedback regarding student-centered and standards based learning. The feedback received will allow teachers to modify and implement new strategies shared by the administrative team as well as reinforce effective strategies seen in the classroom.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

11/01 - 12/21 - The leadership team at Palmetto Middle School will strategically build a culture of Reading. When students become engaged in pleasure reading, student engagement and learning gains will increase across all subject areas.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

11/01 - 12/21 - The PLST team will meet and develop a plan/vision for our school on how to best share and promote engaging strategies/activities for our students. Doing so will help create a culture of student-centered instruction.

Person Responsible Vivian Taylor (vtaylor@dadeschools.net)

01/31 - 04/29 The PLST will have different teachers across all departments showcase their craft during faculty meetings. This will be a great opportunity for these teachers to highlight teaching strategies they find to be effective to increase student engagement. When teachers share best practices, teachers will become inspired to try new things and develop a growth mindset.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

01/31 - 04/29 The leadership team will develop incentives for students who show growth during their AP2. Students will be eligible to "Spin the Wheel" which will allow them to win prizes for their effort and engagement in their learning process.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems**Area of Focus Description and Rationale:**

Based on data review, our school will implement the Targeted Element of Response to Early Warning Systems. Through our data review we noticed the need to develop a system for quickly identifying at risk students and implementing interventions with fidelity. The data revealed a pattern of decline for attendance above 90% across grade levels. We recognize that many of our L25 students exhibit patterns of low attendance and academic performance that put them at risk for failure and retention. The need to make connections with the families and the community to address those risk factors in a timely manner are crucial to the success of the students.

Measurable Outcome:

If successfully implemented, our Targeted Element of Response to Early Warning Systems, will reflect an average percentage reduction of 3 percentage points in referrals, student attendance below 90%, and improved student engagement as reflected in the EWI data.

Monitoring:

Leadership Team will monitor the EWS reports monthly to monitor for attendance and potential failure concerns.

Attendance Clerk will monitor weekly attendance reports to identify students at risk for excessive absences and refer excessive absences cases to the Truancy Child Study Team.

Academic Team Leaders will monitor failure reports to identify students who are at risk of failure or not maintaining satisfactory progress in their classes.

Person responsible for monitoring outcome:

Jesus Gonzalez (jglez1@dadeschools.net)

Evidence-based Strategy:

Use of the EWS will allow timely interventions to take place and allow us to address academic and behavioral concerns of our Tier 2 and Tier 3 students helping us facilitate appropriate progress monitoring.

Rationale for Evidence-based Strategy:

Using the strategy of response to early warning systems will allow students to be quickly identified and decrease the number of students who develop attendance issues, fail core courses, and develop disciplinary referrals. The utilization of the EWI data will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and provide incentives for students who show improvement.

Action Steps to Implement

8/31-10/11-Attendance Clerk will monitor weekly attendance reports to identify students at risk for excessive absences and refer students to the Truancy Child Study Team. By implementing this strategy will identify specific needs that can be addressed through support services and referral to outside agencies.

Person Responsible

Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Academic Team Leaders and grade-level counselors will monitor quarterly failure reports to identify students who are at risk of failure and refer them to the MTSS Coordinator of tiered interventions and support to facilitate proper intervention.

Person Responsible

Ivette Toledo (itoledo@dadeschools.net)

8/31-10/11-Attendance accolades will be given as incentives to promote consistent attendance and improved behavior, on a quarterly basis. The incentive program will promote improved attendance and impact student engagement.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Administrative team, along with counselors and team leaders, will monitor L25 students proactively to deter excessive absenteeism. This monitoring and early intervention will deter absenteeism which will provide also impact student learning and achievement.

Person Responsible Randall Cromer (rcromer@dadeschools.net)

11/01 - 12/21 - Students with excessive tardies will be monitored. Administrative team and counselors will meet with parents when necessary. In doing so, students will be in class and on time which will result in student success.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

11/01 - 12/21 - ARC Meetings will be held for students who have more than 5 unexcused absences. Students who have 3 unexcused absences and have been flagged for truancy in the past will also be monitored. Doing so will help us support our students and their families. Academic success begins with students being present.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

01/31 - 04/29 - Attendance will continue to be monitored by administration and counselors. Truancy letters and referrals will be sent out to students with 5 or more unexcused absences. Students who have reached 15 or more unexcused absences will be referred to FASCO.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

01/31 - 04/29 - Students who are not completing their i-Ready will be pulled by their counselors during their elective periods to ensure they don't fall behind academically.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

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| Area of Focus Description and Rationale: | Based on qualitative data from the PD Needs Assessment survey and the School Climate survey as well as review of the Core Leadership Competencies, we want to focus on the Targeted Element of Walkthroughs, as the data revealed that 19% of teachers felt neutral and 10% disagreed with instructional evaluations helping to improve teacher performance. Teachers in the building didn't feel that they had received enough feedback from administration regarding their instructional practice prior to a formal observation. By increasing the number of informal walkthroughs and providing teachers with feedback aligned to the Framework of Effective Instructions, teacher efficacy and student achievement is positively impacted. |
| Measurable Outcome: | If we successfully implement the Targeted Element of Walkthroughs, our teachers will be provided the opportunity to receive feedback monthly. This will be realized through teachers participating in monthly meetings, receiving targeted feedback, and adjustments in instruction. The percentage of teachers who receive feedback will increase by at least 10 percentage points during the 2021-2022 school year. |
| Monitoring: | The Leadership Team will utilize district assessment data to identify teachers that are experts in areas and those who need assistance so we can develop a walkthrough and feedback calendar. Through this on-going data analysis and feedback, we hope to create an environment that empowers teachers and builds their confidence. To ensure we are providing quality feedback, teachers who receive feedback will share the knowledge they have gained during the bi-weekly faculty meetings. |
| Person responsible for monitoring outcome: | Jesus Gonzalez (jglez1@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Consistent, Developmental Feedback. By providing consistent feedback, teachers will be able to receive clear expectations from administration, work collaboratively to develop a goal and monitor progress towards that goal, and receive the support needed to positively impact student achievement. |
| Rationale for Evidence-based Strategy: | Consistent feedback will assist in developing the talents of teachers within the building to provide quality instruction, positively impact school culture, and increase student achievement. Throughout this process, the Administration will create a positive school culture and utilize the Framework for Effective Instruction to provide constructive feedback to teachers, which they can then implement in the classroom to improve instruction. |

Action Steps to Implement

8/31-10/11-Review the Framework for Effective Instruction with all instructional staff during the first Faculty Meeting. By reviewing the framework, teachers will be able to more readily address and identify the needs of all students.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Conduct monthly walkthroughs and provide teachers with feedback related to six areas aligned to the Framework of Effective Instruction. Specific and direct feedback will not only help improve classroom instruction, it will also facilitate a greater rapport between the administrative team and faculty.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

8/31-10/11-Administrative team will use a variety of communication tools to provide specific feedback, such as emails, notes or verbal communication to address and identify the needs of students observed in their walk throughs. A variety of communication strategies will foster productive dialogue between administrative team and teachers,

Person Responsible Randall Cromer (rcromer@dadeschools.net)

8/31-10/11- Leadership team will use faculty meetings to highlight innovative and best practices observed in walkthroughs which highlight student-engagement, DI and standard-based learning to address and identify the needs of all students.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

11/01 - 12/21 - Faculty Meeting agendas will include a SIP corner. This section will help us promote the Framework for Effective Instruction. During faculty meetings, we will highlight exemplary teachers and their best practices.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

11/01 - 12/21 - The administrative team will continue to conduct monthly walkthroughs and provide teachers with feedback related to six areas aligned to the Framework of Effective Instruction. Specific and direct feedback will not only help improve classroom instruction, it will also facilitate a greater rapport between the administrative team and faculty.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

01/31 - 04/29 - The administrative team will conduct monthly classroom walkthroughs but will also check in on tutoring sessions taking place before, during, and after school.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

01/31 - 04/29 - The Framework on Effective Instruction will continue to be highlighted during faculty meetings using the SIP corner.

Person Responsible Isamara Berrios (isamaraberrios@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.

Based on the data provided, the primary area of concern is in the area of referrals and the secondary area of concern is in the number of suspensions. The data reveals a classification of moderate in School Incident Rankings, with an average of 3.75 incidents per one hundred students, which is less than the state Incident rate of 4.2, and a ranking of Low for suspensions with the incident rate at 10.1 in comparison to the state rate of 18.3. The school will develop a comprehensive plan that will include student training on the code of student conduct, a school-wide positive behavior support system, and recognitions for students who demonstrate model student behaviors. The school will closely monitor the number of student referrals and strengthen the MTSS process for behavioral referrals to ensure early interventions and support.

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.

Palmetto Middle School works collaboratively with all stakeholders to provide a safe environment for 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. We implement Restorative Justice Practices (RJP) during homeroom to give students an opportunity to connect and reflect. We participate in the No Place For Hate program annually in order to train students on inclusivity and tolerance. We have various multi-cultural and social clubs that promote diversity and inclusivity. We promote Values Matter initiatives school-wide monthly on the morning announcements and during faculty meetings. Palmetto Middle is implementing a new program to be run in collaboration with the Student Government Association/Student Council titled Love Our Lancers. This initiative has been created to promote community service, school pride and bridge gaps between social groups within the school. By building a greater sense of community within the school, a positive shift in school culture and environment will be achieved, impacting student well-being directly.

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

The administration collaborates with teachers to implement various programs that encourage students to have a growth mindset and promote inclusivity. Teachers and parents work collaboratively within the PTSA to sponsor academic and family night programs. The Village of Pinecrest partners with Palmetto Middle School and actively supports the school and community. The Educational Excellence School Advisory Council (EESAC) works with community partners to bring valuable enrichment resources that enhance students' social-emotional well-being.

Part V: Budget

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

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| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Early Warning Systems | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Walkthroughs | \$0.00 |

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| Total: | | \$0.00 |
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