

Miami-Dade County Public Schools

Palmetto Middle School



2022-23 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	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 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	2021-22: A (66%) 2018-19: B (61%) 2017-18: B (61%)
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	ATSI
* 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	15
Title I Requirements	0
Budget to Support Goals	0

Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Jesus	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.
Berrios , Isamara	Assistant Principal	Assistant Principal of Curriculum. Responsible for discipline of students, attendance and management of personnel.
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.
Ortiz, Terri	Teacher, K-12	Ensure Science 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 2022 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.*

2

Number of teachers with a 2022 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.*

20

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

848

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	299	241	339	0	0	0	0	879
Attendance below 90 percent	0	0	0	0	0	0	17	47	57	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	2	76	124	0	0	0	0	202
Course failure in ELA	0	0	0	0	0	0	11	2	4	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	13	43	37	0	0	0	0	93
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	28	73	122	0	0	0	0	223
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	38	50	114	0	0	0	0	202
Number of students with a substantial reading deficiency	0	0	0	0	0	0	48	51	85	0	0	0	0	184

Using the table above, complete the table below with the number of students by current grade level who have 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	29	83	131	0	0	0	0	243

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	5	25	8	0	0	0	0	38

Date this data was collected or last updated

Saturday 8/27/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	55%	50%				69%	58%	54%
ELA Learning Gains	64%						57%	58%	54%
ELA Lowest 25th Percentile	46%						44%	52%	47%
Math Achievement	72%	43%	36%				73%	58%	58%
Math Learning Gains	73%						66%	56%	57%
Math Lowest 25th Percentile	56%						46%	54%	51%
Science Achievement	65%	54%	53%				60%	52%	51%
Social Studies Achievement	80%	64%	58%				74%	74%	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	2022					
	2019	68%	58%	10%	54%	14%
Cohort Comparison						
07	2022					
	2019	63%	56%	7%	52%	11%
Cohort Comparison		-68%				
08	2022					
	2019	73%	60%	13%	56%	17%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	58%	15%	55%	18%
Cohort Comparison						
07	2022					
	2019	71%	53%	18%	54%	17%
Cohort Comparison		-73%				
08	2022					
	2019	54%	40%	14%	46%	8%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	52%	43%	9%	48%	4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	68%	30%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	73%	1%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	63%	36%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	37	33	24	44	44	21	39			
ELL	48	55	43	49	54	45	34	73	25		
ASN	81	74		90	89			80			
BLK	29	32	25	25	47	46	28	30			
HSP	71	63	47	71	72	59	58	84	55		
MUL	83	73		83	64						
WHT	86	72	65	85	79	55	76	93	79		
FRL	47	51	39	47	59	52	37	60	39		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	66
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	
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

There is a positive trend across all content areas in state assessments. In 2021 Palmetto Middle students scored the following:

ELA proficiency: 67%
 ELA learning gains: 52%
 ELA learning gains L25: 27%
 Math proficiency: 65%
 Math learning gains: 46%
 Math learning gains L25: 26%
 Social Studies: 76%
 Science: 60%
 Acceleration: 62%

Whereas in 2022 the scores were as follows:

ELA proficiency: 73%
 ELA learning gains: 64%
 ELA learning gains L25: 46%
 Math proficiency: 72%
 Math learning gains: 73%
 Math learning gains L25: 56%
 Social Studies: 80%
 Science: 65%
 Acceleration: 67%

The percentage point increase for each component is as follows:

ELA proficiency: 6
 ELA learning gains: 12
 ELA learning gains of L25: 19
 Math proficiency: 7
 Math learning gains: 27
 Math learning gains L25: 30
 Social Studies: 4
 Science: 5
 Acceleration: 5

As can be seen, there is a positive trend across the board.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA learning gains of the L25 demonstrates the greatest need for improvement. Even though there were significant gains, there is room for growth. Regarding our subgroups, our Black students and students with disabilities (SWD) demonstrate the greatest need for improvement. Only 29% of our Black students and 23% of our SWD were proficient in Reading. In math, only 25% of our Black students and 24% of our SWD were proficient.

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

It is challenging getting students to attend tutoring before and after school. Many of our L25, SWD and Black students do not live in the area; therefore, they struggle with transportation. Administration and teachers will have to focus on interventions that take place during school hours or think of incentives to get these students to attend tutoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains of the L25 showed the most improvement. There is a 30 percentage point increase between 2021 and 2022 assessment data.

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

Using new platforms like IXL pushed all students to excel in their math classes. Palmetto Middle focused on differentiation and then rewarded students who made learning gains.

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

Cross-curricular department meetings will take place; administration and teachers will attend these meetings with fidelity. Students in the L25 for reading and math will be targeted through interventions such as tutoring. Palmetto Middle will need to focus on increasing student-teacher relationships which will be accomplished through recognition incentives. Teachers will need to continue to plan engaging and thoughtful activities. Teachers will be recognized by students which will motivate them to be more intentional about building relationships with their students. Learning always begins with relationships.

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 will offer PD on Schoology to ensure teachers feel ready to use the platform. This platform will allow teachers to make a plethora of resources available to them in one spot. Due to this, communication will also be streamlined which will allow all stakeholders to be on the same page.

Teachers will also attend professional development on the Florida BEST standards which will empower them to collaborate once the school year begins. Departments will create Schoology groups for collaboration. A calendar will also be shared with teachers in advance.

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

Palmetto Middle will need donations from our PTSA to ensure that our reward system is effective. Donations through PTSA will be available through March 1st 2023. This will help Palmetto implement school-wide incentives for all students and teachers which in turn will help us increase student learning

gains but also student and teacher morale, participation, and rapport. Teachers will need to continue to plan engaging and thoughtful activities. A push for attending tutoring through incentives will also increase student achievement. Tutoring will begin on October 10th. It will be offered for our students in all assessed subject areas.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the 2021-2022 data, our school will implement the Targeted Element of Differentiation. There were gains across all 9 components that make up the school grade. In math our students achieved a 72% in proficiency, 73% in learning gains, and 56% in the learning gains for our L25. In ELA, we achieved a 73% in proficiency, 64% in learning gains, and 46% in our L25 learning gains. Differentiated Instruction proved to be effective.</p> <p>In 2020-2021 our school was at 65% for math seeing an increase of 7 percentage points, in learning gains we saw a 27 percentage point increase, and in our L25 we saw an increase of 30 percentage points. In ELA we saw a 6 percentage point increase in proficiency, an increase of 12 percentage points in our learning gains and a 19 percentage points increase in our L25.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of differentiated instruction, teachers will see a 3% increase in our L25, Black and SWD students' proficiency in all areas as evidenced by the 2023 state assessment data.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This will be monitored through walkthroughs, lesson planning and discussions during collaborative planning. Teachers will track their L25, Black and SWD (Students with disabilities).</p>
Person responsible for monitoring outcome:	<p>Jesus Gonzalez (jglez1@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>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.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	<p>Differentiated Instruction (DI) 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.</p>

used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 (DI). Scaffolding will be a focus during collaborative planning.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

8/31-10/11-Administrators will conduct walkthroughs to provide feedback relating to DI as seen in the classrooms. Providing feedback will benefit students as suggestions and insights regarding DI can be applied in a timely fashion. Intensive Reading classes and Resource classrooms will be tracked and monitored bi-weekly.

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 Isamara Berrios (isamaraberrios@dadeschools.net)

08/31-10/11 Teachers will use platforms like IXL and i-Ready to differentiate home learning and classroom instruction on a weekly basis.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

10/31 - 11/07- Language arts and math teachers will attend Data Chats with administration where they will review their AP1 and PM1 data to plan accordingly and share best practices related to differentiation.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

10/31-12/16 - Interventions and differentiation will commence before and after school through tutoring services like Tutoring for Tomorrow. Our L25 and bubble students will be targeted and given incentives such as extra credit if they attend.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus**

Description and Rationale: Based on data review, our school will implement the Targeted Element of ESSA Subgroup specifically relating to Black/African-American students and Students with Disabilities. Through our data review we noticed that for 3 consecutive years the Black/African American and Students with Disabilities subgroup was at 33%. Student achievement for this subgroup begins with attendance. There is a need to develop a system for quickly identifying at risk students and implementing interventions with fidelity. We recognize that many of our Black/African 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 is crucial to the success of the students.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Focusing on Early Warning Systems for our Black/African American students as well as our Students with Disabilities will allow for us to see an increase of 8 percentage points in all proficiency by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Leadership Team will monitor the Early Warning Systems 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:

Isamara Berrios (isamaraberrios@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Use of the Early Warning Systems will allow timely interventions to take place and allow us to address academic and behavioral concerns of our Black/African American students and Students with Disabilities helping us facilitate appropriate progress monitoring.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

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 Early Warning Systems 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11-Attendance procedures will be featured in morning announcements. Students need reminders to excuse absences. They also need to understand consequences if they accumulate excessive absences.

Person

Responsible

Isamara Berrios (isamaraberrios@dadeschools.net)

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

Person

Responsible

Isamara Berrios (isamaraberrios@dadeschools.net)

09/01 - 10/01 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)

09/01 - 10/14 on the last Thursday of every month of the school year - 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

Jesus Gonzalez (jglez1@dadeschools.net)

10/31 - 12/16 -Our low performing Black/African American students and Students with Disabilities will be rewarded for making gains in their math and language arts classes. A list of rewards or incentives that appeal to these students will be created by their teachers and given to administration. We want to focus on rewarding our lower performing students even for their small wins or achievements.

Person

Responsible

Isamara Berrios (isamaraberrios@dadeschools.net)

10/31 - 12/16 A detention system will be set in place to ensure our Black Students and Students with Disabilities make it to class on time. Monitoring their daily attendance is imperative to ensure that instructional minutes do no go to waste.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

10/31 - 12/16 A detention system will be set in place to ensure our Black Students and Students with Disabilities make it to class on time. Monitoring their daily attendance is imperative to ensure that instructional minutes do no go to waste.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In our 2021-2022 Climate Survey we found that 50% of students strongly disagree, disagree or feel neutral that their teachers are interested in how they do in the future. Only 48% of students agreed that adults in the building cared about them as individuals. Only 44% of students agreed that their teachers made them want to learn. Based on this data, there is a rift between our students and teachers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of Student Engagement our goal is to see a 5% percentage point increase in the 2022-2023 Climate School Survey in the questions below:

My teacher is interested in how I do in the future.

Adults at my school care about me as an individual.

My teacher makes me want to learn.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will start Teacher Tuesday through which students will be able to make a shout out to their teachers on a weekly basis. Teachers will become more intentional about leaving a positive impact on their students during their day-to-day interactions. This will also be monitored through classroom walkthroughs by administration.

Person responsible for monitoring outcome:

Jesus Gonzalez (jglez1@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy of motivational incentives will be used to address this area of focus. Incentives enhance commitment in work performance, and psychologically satisfy a person which leads to job satisfaction. If we have happier teachers, we will have happier students.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

People are motivated by a drive of incentives and reinforcements. Incentives motivate employees for better performance. Therefore, a hope for a reward is a powerful incentive to motivate employees. In this case, our faculty needs to be rewarded for developing better relationships with their students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/17-08/23 - Develop form for Teacher Tuesday & box for submissions. This box will be created by our Art teacher who will then place the box in the Media Center. Students will be able to submit short responses about positive interactions with their teachers.

Person Responsible

Graciela Figueiras (gfigueiras@dadeschools.net)

08/24 - 08/31- Promote Teacher Tuesday on the morning announcements and social media platforms. Mrs. Alvarez will work with the TV production crew to promote student submissions, but also highlight different teachers on a weekly basis.

Person Responsible Monica Alvarez (mmalvarez@dadeschools.net)

09/01 - 10/01- Every Tuesday, the school principal will read teacher shout outs written by students.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

09/01 - 10/01- Administration will conduct walkthroughs and gauge student-teacher interactions. Feedback will be provided on the spot.

Person Responsible Jesus Gonzalez (jglez1@dadeschools.net)

10/31 - 12/16 Teachers will receive their student notes during faculty meetings. Teachers will be reminded of how important teacher/student interactions are during the learning process.

Person Responsible Isamara Berrios (isamaraberrios@dadeschools.net)

11/14 - 11/18 - Students will be given the opportunity to bond with their teachers during Spirit Week. We will have a day called "Dress Like Your Favorite Teacher". Pictures will be shared on Teacher Tuesday segment during morning announcements.

Person Responsible Graciela Figueiras (gfigueiras@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the data review of the 2022 School Climate Survey, only 47% of our faculty agreed that their ideas are listened to and considered. 21% of the teachers feel that school personnel do not work together as a team. 50% of teachers strongly disagree or disagree that staff morale is high at Palmetto Middle. We also currently have 2 vacancies which we need to ensure we fill as soon as possible. These data points show a need to implement the Targeted Element of Teacher Recruitment and Retention. The leadership team will provide the necessary tools needed to increase increase staff morale which will help us retain our teachers and aid our recruitment efforts. When people work and feel they are part of a team, they are able to feel valued, thus this will increase staff morale which will help us retain our teachers. Through the formation of school committees and opportunities for collaborative planning the leadership team will be able to retain and recruit teachers.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement the targeted element of Teacher Recruitment and Retention, our teachers will increase their feeling of working as a team which will be evident on their 2023 School Climate Survey by 5 percentage points.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Team Leaders will compose calendars to assign dates for departments to collaborate within their department and cross curriculum meetings. Administration will schedule committee meetings on a monthly basis. This can be monitored through use of Schoology Groups, department agendas, department sign-in sheets, and administrative attendance.</p>
Person responsible for monitoring outcome:	<p>Jesus Gonzalez (jglez1@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Within the Targeted Element of Teacher Recruitment and Retention, our school will focus on fostering a sense of community among teachers through collaboration. This strategy will increase the opportunity for employees to learn from each other. Our novice teachers need to feel supported by the leadership team as they encounter hurdles in their profession. Collaboration will be key to ensure that our teachers feel a strong sense of support. To recruit new teachers we will focus on our image and marketing by promoting our school through publications and other media outlets. Social media will also be used to recruit teacher applicants.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

This strategy was selected because teachers lacked the opportunity for face-to-face meetings which facilitated collaboration due to Covid. This is evident in teachers' responses in the climate survey where they felt that school personnel do not work together as a team. Working in isolation results in low staff morale which impacts teacher retention. Lastly, marketing strategies will increase opportunities for us to recruit new teachers. Marketing can change the way our school is viewed by all stakeholders. We will be able to build brand awareness and visibility but also actively engage and interact with the people in our community which will aid our teacher recruitment efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/15 – 08/19 Department chairs will create Schoology Group for their department. Ms. Berrios will create committees which teachers can lead.

**Person
Responsible** Isamara Berrios (isamaraberrios@dadeschools.net)

08/19 – 08/26 Department chairs/committee chairs will create calendar with meeting dates which they will turn in to the administrator of curriculum.

**Person
Responsible** Isamara Berrios (isamaraberrios@dadeschools.net)

09/01 - With the help of the PTSA, Palmetto Middle School will be featured on "The Villager" which is a newspaper in Pinecrest. Social media posts will be made for recruitment purposes.

**Person
Responsible** Jesus Gonzalez (jglez1@dadeschools.net)

09/01 - 10/01 Mr. Gonzalez will review PowerSchool on a weekly basis and reach out to potential teachers to fill in the 2 vacancies of Intensive Reading and Drama/Photography.

**Person
Responsible** Jesus Gonzalez (jglez1@dadeschools.net)

10/31 - 12/16 - Committees and collaborative planning will continue to be in place to help with teacher retention. Our teachers want to feel like their voices are heard. Administration will attend these meetings bi-weekly.

**Person
Responsible** Jesus Gonzalez (jglez1@dadeschools.net)

10/31 - 12/16 We will continue to work on recruiting a drama teacher and also start looking for a science teacher since one of our teachers is retiring in December. A social media post will be made. The goal is to be fully staffed before 2023.

**Person
Responsible** Jesus Gonzalez (jglez1@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

A positive school culture is promoted through incentives for all students. The faculty and staff is intentional about recognizing students for their achievement in and outside of the classroom. 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. Teachers implement Restorative Justice Practices (RJP) during homeroom to give students an opportunity to connect and reflect. Our counselors have our school participate in the No Place For Hate program annually in order to train students on inclusivity and tolerance. There are various multi-cultural and social clubs that promote diversity and inclusivity. Palmetto also participates in the MDCPS Values Matter initiatives school-wide; on a monthly basis students are recognized in the morning announcements and during faculty meetings. By building a greater sense of community within the school, a positive shift in school culture and environment is achieved, impacting student well-being directly.

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

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.