Miami Palmetto Senior High School

2022-23 Schoolwide Improvement Plan

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Miami Palmetto Senior High School

7431 SW 120TH STREET, Pinecrest, FL 33156

http://mpsh.dadeschools.net/

Demographics

Principal: Victoria Dobbs G

Start Date for this Principal: 7/16/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
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 (62%) 2018-19: B (59%) 2017-18: B (58%)
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.

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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)
High School 9-12	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Vis Per Scientiam (Strength Through Knowledge)

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Tellechea, Jesus	Assistant Principal	The position is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation. Specific roles include: attendance, evacuation drills, fire drills, graduation, Honor Roll events, ID badges, property control, Public Relations liaison, PTSA, School Website, staff recognition program, student awards, student/staff parking, technology program, transportation.
Spivak, Andrea	Teacher, K-12	English Department Chair

Demographic Information

Principal start date

Thursday 7/16/2015, Victoria Dobbs G

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.*

65

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.*

35

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

2,685

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

23

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

9

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	0	0	0	705	744	659	713	2821
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	167	248	244	295	954
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	46	29	13	124
Course failure in Math	0	0	0	0	0	0	0	0	0	2	22	47	27	98
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	112	132	0	0	244
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	200	146	3	2	351
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	101	69	2	6	178

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	0	0	0	156	166	53	39	414

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	0	0	12	4	10	11	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	8	3	8	24

Date this data was collected or last updated

Thursday 7/21/2022

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	0	0	0	662	725	614	690	2691
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	182	174	178	647
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	78	65	51	205
Course failure in Math	0	0	0	0	0	0	0	0	0	32	115	106	68	321
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	77	95	74	98	344
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	87	83	84	134	388
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	201	0	0	0	201

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

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	63%	54%	51%				66%	59%	56%
ELA Learning Gains	59%						60%	54%	51%
ELA Lowest 25th Percentile	45%						37%	48%	42%
Math Achievement	51%	42%	38%				52%	54%	51%
Math Learning Gains	58%						49%	52%	48%
Math Lowest 25th Percentile	55%						34%	51%	45%
Science Achievement	59%	41%	40%				69%	68%	68%
Social Studies Achievement	76%	56%	48%				78%	76%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	68%	0%	67%	1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	71%	6%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	63%	-20%	61%	-18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	54%	2%	57%	-1%

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	45	43	21	39	46	21	53		90	31
ELL	28	43	44	32	44	45	39	55		95	60
ASN	62	64		55	56			100		100	85
BLK	24	38	36	22	42	45	23	45		89	30
HSP	65	58	49	52	59	55	64	76		94	60
MUL	86	58		67	90						
WHT	76	71	47	67	64	67	73	86		96	65
FRL	45	50	42	34	53	51	37	66		91	49
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	36	20	22	27	17	45	43		84	27
ELL	35	51	47	32	35	24	37	47		95	50

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

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	48
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	75
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	39
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	62
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	75
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	71
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	49
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?

According to the data from 2021-2022, ELA FSA scores decreased from 65% to 63% proficiency which is a 2 percentage point decrease. According to the data from 2021-2022 Math EOC scores increased from 45% to 51% which is a 6 percentage point increase. According to the data from 2021-2022 Science EOC scores decreased from 63% to 59% which is a 4 percentage point decrease. According to the data from 2021-2022 Social Studies EOC scores increased from 74% to 76% which is a 2 percentage point increase.

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

According to the data from 2021-2022, ELA FSA scores decreased from 65% to 63% proficiency which is a 2 percentage point decrease. According to the data from 2021-2022 Science EOC scores decreased from 63% to 59% which is a 4 percentage point decrease.

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

Lack of collaboration among educators due to time constraints and lack of differentiating instruction contributed to a decline in the scores. Also, fostering an environment of collaboration and participating in professional development that focuses on differentiated instruction can help improve the scores in science and math.

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

Based on progress monitoring and state assessments the area that showed the most improvement was in Math. Math produced an improvement of +6%, going from 45% in 2021 to 51% in 2022.

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

The Math Department engages in intra-disciplinary support and collaboration by holding frequent departmental meetings during lunch and after school. Also, teachers within the department held review sessions for state and AP exams.

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

In order to further accelerate learning, cross-curricular collaboration among departments will occur to underscore and reaffirm necessary content and skills to students.

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.

According to the 2021-2022 school climate data, the staff overwhelmingly feel overworked and contain an unmanageable workload data increased from 28% to 77% which is a 49 percentage point increase. This upcoming year professional developments will be focused on cross curricular support by providing monthly instructional support team meetings to boost collaboration.

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

Throughout the year we will be creating opportunities for team building and collaboration centered on improving stud built into faculty meetings, department meetings and professional developments. We will be focusing on fostering the development of professional relationships to ensure the sustainability of teacher retention and overall school culture.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the ELA FSA data from 2021-2022, ELA FSA scores decreased from 65% to 63% proficiency which is a 2 percentage point decrease. Based on the data, Data Driven Instruction has been proven to be effective to increase student achievement. We will focus on Data Driven Instruction in the English classes this school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Data Driven Instruction, ELA teachers will conduct state-base progress monitoring ELA testing and anticipate a 2% increase in ELA achievement by the 2022-2023 State Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA teachers will analyze student data to guide their instruction and the teachers will conduct data chats with students quarterly in order to maximize learning comprehension.
Person responsible for monitoring outcome:	Andrea Spivak (aspivak@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be utilizing Data Driven Instruction to guide their instruction and show that data to students in order for them to engage more in the learning process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We decided to use Data Driven Instruction to address the needs within our school. By using Data Driven Instruction, teachers and students will have a better understanding of the learning process and be able to maximize learning. As a result, selecting Data Driven Instruction will allow teachers to develop and expand instructional delivery, which should improve the students ability to perform at or above grade level.

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.

8/16/2022- During the teacher planning day,teachers will meet with their subject area cohort peers to develop a curriculum plan for the upcoming school year. As a result, teachers will use their collective professional expertise to maximize student learning in the first quarter.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

8/18/2022 - 8/26/2022- During the first two weeks of school, teachers will conduct a baseline assessment with their students. Teachers will analyze the data and meet with their subject area to develop a plan of action to target instruction. As a result, teachers will modify their plans to best meet the needs of their students.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

8/29/2022 - 9/27/2022- During the first few weeks of school, teachers will target the instruction based on the student data and deliver standards-based instruction. Teachers will consistently assess student learning daily, weekly and monthly using a variety of assessments. As a result, teachers will have a good understanding of the students' learning and be able to modify instruction accordingly.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

10/3/2022- 10/14/2022- During the final weeks of the quarter, teachers will conduct state mandated progress monitoring assessments and deliver data chats with their students. As a result, students will have a better idea of their progress and be able to be more engaged in the learning process in order to maximize retention of curriculum.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

10/31/22 - 11/4/22 - Data from PM1 assessments will be pulled, analyzed and prepared to disseminate to the teachers. As a result, this will provide the Administration knowledge of how students are performing on the assessments.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

11/7/22 - 11/10/22 - Accountable teachers will meet with the Administration to discuss the progress their students are making and make plans for interventions. As a result, students will be placed in proper interventions as we move toward the Mid-Year Assessment.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the School Climate Survey data from 2021-2022, the attendance data for students with more than 16 days absent increased from 36% to 44% which is an 8 percentage point increase. According to the School Climate Survey data from 2021-2022, the attendance data for staff with more than 10.5 days absent increased from 26% to 43% which is an 17 percentage point increase. Attendance Initiatives has been a proven strategy to increase morale, which should increase attendance. Based on the data, we will hold more Attendance Initiatives throughout the school year to increase attendance at school. We will focus on Attendance Initiatives this school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Attendance Initiatives, there should be an increase in attendance for students and staff. During the 2022-2023 school year, Miami Palmetto Senior High School plans to achieve 35% of students with 16 or more days absent and 25% of staff with 10.5 or more days absent for the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored on a quarterly basis with input from the teachers. The Assistant Principal that oversees attendance will pull attendance reports to monitor students that show early signs of truancy. Meetings will be held with parents and students to correct attendance issues. Staff attendance will be monitored by the pulling the report for staff attendance. Meetings will be held with staff to support if it is needed.
Person responsible for monitoring outcome:	Jesus Tellechea (jtellechea@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Miami Palmetto Senior High will be using Team Building Activities to encourage students and staff to attend school on a regular basis.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We will be focusing on Attendance Initiatives to address the need of our school. Based on the data, Miami Palmetto Senior High is above the District in attendance for the 2021-2022 school year. Creating a school culture and environment where students and staff look forward to coming to school will lead to an increase in attendance and an increase in student achievement. As a result, students will have an opportunity to participate in activities throughout the school year to build bonds with each other, and staff will have an opportunity to participate in activities throughout the school year that will bring them closer together. By implementing Attendance Initiatives, the attendance rate for students and staff should improve.

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.

8/15/2022 - 8/19/2022 - Students that had excessive absences last school year will be identified. As a result, students will receive a letter stating the number of absences they had last school year and steps to mitigate absences this school year.

Person Responsible   Jesus Tellechea (jtellechea@dadeschools.net)

8/15/2022 - During the mandatory PD day, teachers will have an opportunity to build comradery within the staff throughout the days activities. As a result, teachers will encounter a support system with in the school to help them throughout the school year.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

9/19/2022 - 9/23/2022 - The report of student absences will be pulled and students that have 3 or more absences will be sent a message and/or letter about the absences. As a result, parents and students will be aware of the School Board Policy regarding attendance.

Person Responsible   Jesus Tellechea (jtellechea@dadeschools.net)

10/14/2022 - Teachers with 100% attendance in first quarter will be recognized in the November faculty meeting. As a result, this will motivate teachers to increase their attendance.

Person Responsible   Jesus Tellechea (jtellechea@dadeschools.net)

11/15/22 - Teachers with 100% attendance in first quarter will be recognized in the November faculty meeting and paw pins need to be ordered. As a result, this will motivate teachers to increase their attendance.

Person Responsible   Jesus Tellechea (jtellechea@dadeschools.net)

11/17/22 - Students will 100% attendance in the first quarter will be recognized with a celebratory breakfast. As a result, this will motivate students to increase their attendance.

Person Responsible   Jesus Tellechea (jtellechea@dadeschools.net)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	It was determined through 2022-23 ESSA Subgroup Information that Black/African American students are in critical need as posted on CIMS. Based on the data, we will focus on Ongoing Progress Monitoring for the ESSA Subgroup in English classes to address this need within our school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Ongoing Progress Monitoring, 41% of the Black/African American student subgroup will meet the Federal Percent of Points Index for 2023 the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Faculty and staff will become familiar with all Black/African American students in their classes and under their supervision. Faculty and staff will then implement any instructional strategies for those students to increase achievement on the various assessments.
Person responsible for monitoring outcome:	Tierney Hunter (tierenyhunter@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We decided English teachers will use Ongoing Progress Monitoring with the Black/African American students, utilizing performance data to show improvement or responsiveness to classroom instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	English teachers using Ongoing Progress Monitoring, along with differentiating instruction on a consistent basis and implemented with fidelity, can increase achievement for Black/African American students and produce learning gains. As a result, English teachers will be able to focus on Black/African American students and can target the areas of support where students need to increase scores to 41% for the 2023 Federal Percent of Points Index.

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.

8/22/22 - 9/16/22 - Teachers will analyze Black/African American students previous years assessment data. As a result, teachers will be able to identify Black/African American students that show a need for support.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

8/22/22 - 9/16/22 - Teachers will administer the baseline assessment to gather accurate data. As a result, teachers will be able to collect and analyze the data from the assessments and determine the implementation of each Black/African American students.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

9/1/22 - 10/14/22 - Teachers of students will meet monthly to determine effective ways to incorporate data driven instruction, accommodations, and modifications in their lessons for all Black/African American students through Ongoing Progress Monitoring.

Person Responsible   Andrea Spivak (aspivak@dadeschools.net)

10/10/22 - 10/14/22 - Teachers will identify students that benefited from Ongoing Progress Monitoring. As a result, teachers will know who are the students that need to be monitored closely and potential changes necessary for classroom instructional delivery. As a result, students will move towards mastery of the benchmarks that will be assessed through state progress monitoring.

Person Responsible   Tierney Hunter (tierenyhunter@dadeschools.net)

10/31/22 - 11/4/22 - Data from progress monitoring assessments will be pulled, analyzed and prepared to disseminate to the teachers. As a result, this will provide the Administration knowledge of how students are performing on the assessments.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

11/7/22 - 11/10/22 - Accountable teachers will meet with the Administration to discuss the progress their students are making and make plans for interventions. As a result, students will be placed in proper interventions as we move toward the Mid-Year Assessment.

Person Responsible   Daniel Barreras (dbarreras@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school climate data, the staff "overwhelmingly feel overworked and contain an unmanageable workload" data increased from 28% to 77% which is a 49 percentage point increase. In one year, 49% more staff members felt overwhelmed and overloaded at work. As a result, we will use a Shared Leadership strategy and create Instructional Leadership Teams to alleviate and help teachers manage with the workload.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The aim of the Shared Leadership strategy is to lower the workload by capitalizing on the collective professional expertise of the faculty and staff. Throughout the year, the leadership team will send informal climate surveys assessing the faculty's overall workload and attitude toward their job. With the implementation of the Instructional Leadership Team, the 22-23 climate survey will show that 30% less teachers will feel overloaded and overwhelmed at work because of the creation of the instructional leadership team.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Throughout the year, the Instructional Leadership Team will meet and during those meetings the faculty will collaborate in order to capitalize on the professional expertise of their colleagues and to lower the workload. During these meetings, there will be a survey that is meant to assess the climate of the teachers and modify instructional leadership teams' role accordingly.
Person responsible for monitoring outcome:	Nicole Swanson (n.swanson@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Shared Leadership strategy has consistently be shown to not only improve teacher attitude and school climate but also improve student achievement. The monthly instructional leadership team meetings will capitalize on the collaboration and professional expertise of the teachers who attend. The instructional leadership team meetings will be centered around 4 areas that frequently cause stress to teachers: Content and Curriculum, Classroom management, ESE accommodations and behavior strategies and technology. Members of the instructional leadership team can attend any of the 4 over the year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We decided to use a Shared Leadership strategy and create Instructional Leadership Teams to address the need for helping teachers manage the workload. The data shows that in one year 49% of teachers felt more overwhelmed and overloaded at work. Creating monthly meetings centered on learning from the collective professional expertise of the staff will not only boost comradery but also lower the stress level and workload of the staff, in turn lowering that percentage on the 2022-2023 School Climate Survey.

Describe the resources/ criteria 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.

8/15/2022- During the beginning of the school year professional development, staff will be introduced to the instructional leadership team and encouraged to provide feedback to create the most effective team possible. As a result, teachers will buy-in more to the process and membership will increase in the instructional leadership team.

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

9/1/2022- 9/23/2022- During the first instructional leadership team workshop, participants will meet, collaborate and discuss best practices in regards to the areas of need for teachers. As a result, teachers will gain knowledge and strategies from colleagues and that will maximize student learning while lowering teacher workload.

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

9/26/2022 - 10/3/2022- After the first instructional leadership team workshop, the facilitator will send out a survey requesting feedback for the initial workshop. Facilitator will analyze results and modify the workshops accordingly. As a result, the teachers will become more engaged in the process and help them feel less overloaded with their workload.

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

10/3/2022- 10/14/2022- During the second instructional leadership team workshop, the facilitator will have made appropriate changes based on participants feedback. The participants will meet, collaborate and discuss best practices in regards to the areas of need for teachers. As a result, teachers will gain knowledge and strategies from colleagues and that will maximize student learning while lowering teacher workload.

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

10/31/2022- 11/4/2022- During the first instructional leadership team workshop, participants will meet, collaborate and discuss best practices in regards to the areas of need for teachers. As a result, teachers will gain knowledge and strategies from colleagues and that will maximize student learning while lowering teacher workload.

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

11/7/2022 - 11/10/2022- After the first instructional leadership team workshop, the facilitator will send out a survey requesting feedback for the initial workshop. Facilitator will analyze results and modify the workshops accordingly. As a result, the teachers will become more engaged in the process and help them feel less overloaded with their workload.

Person Responsible   Nicole Swanson (n.swanson@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.

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

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

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

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

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

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

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

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

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

Teacher leaders, instructional coaches, counselors, and paraprofessionals will work in unity and assist in providing and responding to feedback from other stakeholders, such as the assistant principals, parents, and the community at large. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families. This group will work in close proximity and with the greatest frequency with the student body, therefore, this group's role of creating a positive and supportive culture and the environment becomes of utmost importance.

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