

Miami-Dade County Public Schools

# Palmetto Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

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

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Valero, Alina	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.
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.
Cromer, Randall	Administrative Support	Manages the Media Center and deployment of devices in the school. Supports school administration with school functions.
Toledo, Ivette	School Counselor	Advises and counsels students regarding academic, educational, and short-term social and emotional problems.
Alvarez, Monica	Teacher, K-12	Leads morning announcements, school-wide incentives, Electives department and EESAC.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team meets during Synergy to identify Areas of Focus by analyzing school data. The SIP is presented at Opening of Schools and pushed out to all stakeholders via email for them to review and provide feedback. The SIP is presented at the EESAC meeting where it is reviewed and approved. Feedback or input is discussed until a consensus is reached.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be discussed at every faculty, PTSA and EESAC meeting where updates will be provided to all stakeholders. This will ensure that all stakeholders are able to monitor effective implementation and provide feedback when necessary. The school's PLST will collaborate to ensure that feedback is implemented and updates are made to the SIP in an ongoing basis.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	72%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	48%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	14	16	18	48	
One or more suspensions	0	0	0	0	0	0	1	23	0	24	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	3	1	8	
Course failure in Math	0	0	0	0	0	0	9	29	22	60	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	54	45	123	
Level 1 on statewide Math assessment	0	0	0	0	0	0	21	40	33	94	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	38	78	75	191	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	20	44	38	102

**Using the table above, complete the table below with the number of students identified retained:**

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

#### **Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	17	47	57	121	
One or more suspensions	0	0	0	0	0	0	2	76	124	202	
Course failure in ELA	0	0	0	0	0	0	11	2	4	17	
Course failure in Math	0	0	0	0	0	0	13	43	37	93	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	28	73	122	223	
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	50	114	202	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	51	85	184	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	29	83	131	243	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	5	25	8	38

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	17	47	57	121
One or more suspensions	0	0	0	0	0	0	0	2	76	124	202
Course failure in ELA	0	0	0	0	0	0	0	11	2	4	17
Course failure in Math	0	0	0	0	0	0	0	13	43	37	93
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	28	73	122	223
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	38	50	114	202
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	48	51	85	184

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	29	83	131	243	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	5	25	8	38

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	71	56	49	73	55	50	67		
ELA Learning Gains				64			52		
ELA Lowest 25th Percentile				46			27		
Math Achievement*	73	60	56	72	43	36	65		
Math Learning Gains				73			46		
Math Lowest 25th Percentile				56			26		
Science Achievement*	65	55	49	65	54	53	60		
Social Studies Achievement*	83	72	68	80	64	58	76		
Middle School Acceleration	68	74	73	67	56	49	62		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	68	50	40		77	76	55		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	29	Yes	4	1
ELL	49			
AMI				
ASN	71			
BLK	37	Yes	4	
HSP	69			
MUL	73			
PAC				
WHT	84			
FRL	49			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	3	
ELL	47			
AMI				
ASN	83			
BLK	33	Yes	3	
HSP	64			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL	76			
PAC				
WHT	77			
FRL	48			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	71			73			65	83	68			68
SWD	27			30			15	43			4	
ELL	43			45			30	61	44		6	68
AMI												
ASN	70			85			58				3	
BLK	41			36			32	38			4	
HSP	71			71			62	82	63		6	65
MUL	77			69							2	
PAC												
WHT	81			87			80	95	78		5	
FRL	52			50			43	66	36		5	

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	73	64	46	72	73	56	65	80	67			
SWD	23	37	33	24	44	44	21	39				
ELL	48	55	43	49	54	45	34	73	25			
AMI												
ASN	81	74		90	89			80				

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	29	32	25	25	47	46	28	30				
HSP	71	63	47	71	72	59	58	84	55			
MUL	83	73		83	64							
PAC												
WHT	86	72	65	85	79	55	76	93	79			
FRL	47	51	39	47	59	52	37	60	39			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	52	27	65	46	26	60	76	62			55
SWD	20	34	30	18	21	17	23	36				
ELL	44	43	26	46	36	30	42	55	50			55
AMI												
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			50
MUL	100	82		92	64							
PAC												
WHT	79	55	28	77	53	24	68	87	67			
FRL	44	41	24	39	29	22	34	52	29			

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	67%	50%	17%	47%	20%
08	2023 - Spring	68%	51%	17%	47%	21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	50%	13%	47%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	58%	9%	54%	13%
07	2023 - Spring	36%	48%	-12%	48%	-12%
08	2023 - Spring	71%	59%	12%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	40%	8%	44%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	56%	43%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	65%	32%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	68%	9%	66%	11%

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance is our FAST PM3 in 7th grade Math. Palmetto scored 36% proficiency in 7th grade math; meanwhile, the district scored 50% and other Tier 1 schools scored 60%. Palmetto Middle School is 24 percentage points below other Tier 1 schools and 6 points below the district scale score average. The state and district had an average scale score of 326. Palmetto's average was a 320. When looking at our PM3, EOC, and i-Ready data one can note that we are performing above district and state average. Our 7th grade math could be remediated if we offered Intensive Math at Palmetto. Factors that contributed to last year's low performance in 7th grade math are: low tutoring attendance, low knowledge of learners, and excessive discipline problems. Many of our low performing students do not live in the neighborhood; therefore, they struggle with transportation before and after school.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year is 8th grade Science. During the 22-23 school year, Palmetto Middle students were 48% proficient on the 8th grade Science test. However, during the 21-22 school year, 8th grade students scored a 65% in proficiency. There was a decline of 17 percentage points. The factors that contributed to this decline is that the leadership team has focused mostly on Math and Reading. Data chats and topic assessments have not been administered.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average is 7th grade Math. The state had 48% of students proficient in 7th grade math; meanwhile, Palmetto Middle had 35.71% of students proficient in this subject area. The state and district both had an average scale score of 326. Palmetto's average was a 320. Factors that contributed to last year's low performance in 7th grade math are: low tutoring attendance, low knowledge of learners, and excessive discipline problems. Many of our low performing students do not live in the neighborhood; therefore, they struggle with transportation before and after school.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our 8th grade ELA PM3 data showed significant achievement when compared to the district and state. Palmetto 8th grade students were 68% proficient; meanwhile, the district was at 50% and other Tier 1 schools were at 60%.

When looking at Reading and Math PM1 and PM3 data, Math showed the most improvement. PM1 had 0 students score a level 5. During PM3, 144 students scored a level 5. PM1 had 321 students at a level 1 in math; however, PM3 had only 126 students scoring a level 1. There was tremendous growth which is attributed to incentives in place with the support of the Palmetto Middle PTSA.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**



An area of concern when reflecting on the EWS data is the amount of referrals that were processed during the 22-23 school year. We had 11.4% of 7th graders written up for a level 2 or higher infraction. If we see a decline in disciplinary referrals, we will see an increase in student achievement.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The highest priorities for school improvement are:

1. School image & reputation
2. Increasing tutoring attendance
3. Staff morale and team-building
4. Closing the achievement gap for our ESE and Black students

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 8th Grade Science assessment data, only 48 percent of our students showed proficiency compared to 65 percent proficiency in the the previous year. Based on the data, and the identified contributing factors of low knowledge of learners and student engagement, we will implement the targeted element of Benchmark-aligned Instruction.

**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 in 8th grade Science, there will be a 5 percentage point increase in our 8th grade Science students' proficiency evidenced by the 2024 state assessment data.

**Monitoring:**

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

This will be monitored through data chats. Teachers will track and monitor the progress of their students using Topic Assessments and adjust instruction accordingly.

**Person responsible for monitoring outcome:**

Terri Ortiz (tortiz@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing Progress Monitoring is a form of assessment in which student learning is evaluated on a regular basis (e.g., weekly, every two weeks) to provide useful feedback about performance to both students and teachers.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring will allow for learning to be monitored consistently and produce data that can be used to drive instruction and facilitate instructional adjustments to help students meet their learning goals.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

The Department Chair will administer the 8th grade Science Topic Assessments during the first quarter.

**Person Responsible:** Terri Ortiz (tortiz@dadeschools.net)

**By When:** 08/14 - 09/29

Teacher will conduct Data Chats with students after they take their Topic Assessments.

**Person Responsible:** Terri Ortiz (tortiz@dadeschools.net)

**By When:** 08/14 - 09/29

The administrative team and the 8th grade Science teacher will conduct data chats after the administration of the Topic Assessments. The students that perform at 70% or higher will receive an incentive.

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

**By When:** 08/14 - 09/29

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the EESA subgroup data specifically relating to Black/African-American students and Students with Disabilities, we noticed that for 3 consecutive years the Black/African American and Students with Disabilities subgroups fell below the 41% Federal Index threshold. Both subgroups were at 33%. Based on the data and the identified contributing factors of low attendance and discipline issues, we will implement the Outcomes for Multiple Subgroups and develop a system for quickly identifying at risk students and implementing interventions with fidelity.

**Measurable Outcome:**

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

With the implementation of Response to Early Warning Systems, there will be an increase of 8 percentage points in proficiency for the subgroups of Black/African American and SWD by June 2024.

**Monitoring:**

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

The leadership team will monitor the Early Warning Systems reports on Power BI every quarter to address students who exhibit behavior or academic performance that puts them at risk of potential failure. Administration will monitor monthly attendance reports to identify students at risk for excessive absences and refer excessive absences cases to the Truancy Child Study Team. 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

Administration will create 3 Team Leader roles to help monitor student progress by grade level.

**Person Responsible:** Alina Valero (250327@dadeschools.net)

**By When:** 08/14 - 09/29

Attendance procedures and behavior expectations will be featured in morning announcements.

**Person Responsible:** Monica Alvarez (mmalvarez@dadeschools.net)

**By When:** 08/14 - 09/29

Administrative team, along with counselors and team leaders, will monitor Black/African American students and Students with Disabilities proactively and create a list of students that will be monitored closely. This list will be shared with teachers.

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

**By When:** 08/14 - 09/29

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey, 41% of teachers disagree or strongly disagree that staff morale is high at Palmetto Middle School. Based on the data and the identified contributing factors of: teacher isolation, and lack of group activities, we will implement the targeted element of Staff Morale.

**Measurable Outcome:**

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

With the implementation of Team Building Activities, there will be a decrease of 5 percentage points when teachers disagree or strongly disagree that staff morale is high at Palmetto Middle on the 2023-2024 School Climate Survey.

**Monitoring:**

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

The administrative team will monitor staff morale during faculty meetings and various staff gatherings. A quick pulse check will be taken to gauge how teachers are feeling regarding staff morale. At bi-weekly LT meetings, the findings will be discussed to identify possible causes and solutions.

**Person responsible for monitoring outcome:**

Isamara Berrios (isamaraberrios@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of staff morale, our school will focus on Team Building Activities. Team Building Activities is when a leadership team implements ongoing team building and social activities for all school staff.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Team Building Activities will allow teachers to build a rapport with one another and form connections that will empower them to collaborate and support one another which will impact the school culture and student achievement.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Create an Opening of Schools Team that will develop a team building activity during our Opening of Schools meeting.

**Person Responsible:** Alina Valero (250327@dadeschools.net)

**By When:** 08/14 - 09/29

Have one team-building activity once a month. Each department will take turns leading a team-building activity at a faculty meeting.

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

**By When:** 08/14 - 09/29

Team Leaders will celebrate everyone's birthday at a faculty meeting. A card and birthday cake will be purchased each month.

**Person Responsible:** Graciela Figueiras (gfigueiras@dadeschools.net)

**By When:** 08/14 - 09/29

**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our enrollment data, Palmetto lost approximately 100 students during the 2022-2023 school year. Based on the data and the identified contributing factors of: charter schools, new state policy and parent perception of Palmetto's safety and discipline, we will implement the targeted element of Student Recruitment.

**Measurable Outcome:**

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

With the implementation of Consistent Protocols to Maintain a Healthy and Safe School Environment, student enrollment will increase by 5% by June 2024.

**Monitoring:**

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

Administration will monitor enrollment numbers every quarter.

**Person responsible for monitoring outcome:**

Alina Valero (250327@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Consistent Protocols to Maintain a Healthy and Safe School Environment refers to the physical environment of school buildings and school grounds as a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Consistent Protocols to Maintain a Healthy and Safe School Environment must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues, that relate to the physical environment of schools.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy is chosen because at the moment there is a negative perception of Palmetto Middle School by the community and stakeholders. This has caused a decrease in enrollment and students have transferred out to charter and private schools seeking a more healthy and safe school environment.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Host Coffee and Conversation with the Principal at feeder pattern elementary schools.

**Person Responsible:** Alina Valero (250327@dadeschools.net)



**By When:** 08/14 - 09/29

School tours will be scheduled on a monthly basis.

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

**By When:** 08/14 - 09/29

Create social media posts on a weekly basis showcasing the activities/events that take place at Palmetto Middle.

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

**By When:** 08/14 - 09/29

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations will be the following:

1. We will analyze student data after FAST PM1 & i-Ready AP1.
2. Administration will engage stakeholders in data chats.
3. The leadership team will plan for interventions of our L25 and Black/SWD subgroups.
4. EESAC will approve allocations and use of resources.
5. We will repeat this process after FAST PM2 & i-Ready AP2.

The process presented will ensure resources are allocated based on needs to maximize student achievement.