

Miami Palmetto Senior High School

7460 SW 118TH ST, Miami, FL 33156

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 8-12	No	44%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Palmetto Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

“Vis Per Scientiam”
(Strength through Knowledge)

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the onset of the school year, students are given a survey on extracurricular activities (clubs/ organization) to ascertain what interests them. Based on the results, the activities director develops a plan of action to meet the needs of students. Additionally, Palmetto has a total of 58 clubs and organizations (Service clubs, Interest clubs and Honor Societies) where students and club sponsors continue to build trust, respect, honesty and a team concept. Also, teachers offer tutoring to students before school, after school, and upon request, focusing on the needs of the student, which is one successful way relationships are built between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Palmetto creates an environment where students feel safe and respected throughout the school day through the following:

School Resource Officer-on site

School security-visible and properly dressed to easily identify nearly 2,700 individuals on campus.

Crisis Intervention Team- on site and ready to address issues beyond school academic counseling.

No Place For Hate (Club)- members work together on projects to enhance appreciation of diversity; this group empowers stakeholders to promote respect for individual and group differences.

Eight Habits of the Heart-trained 10th -12th grade students visit 9th grade classes teaching Palmetto's core values of Honesty, Cooperation, Fairness, Integrity, Kindness, Respect, Responsibility, Citizenship, and Pursuit of Excellence via lectures and interactive activities.

Panther to Panther-mentoring program where upperclassmen mentor freshmen through their 1st year of high school.

Health Information Program (HIP)

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Miami Palmetto Senior High school (MPSHS) instituted a modified positive behavior support program, called the "Paw"sitive Panther Program (PPP) in 2012-2013. This initiative identified and encouraged positive pro-social and model student behavior (wearing IDs, dressing appropriately, being punctual, being respectful and polite, actively engaging in the learning process, reading, making the honor roll, participating in community service, engaging in acts of kindness, and other positive behaviors). This program is being expanded on in the 2017-2018 academic year.

Administrators utilize a plethora of counseling and mediation services. These services have been developed and continue to be modified and adjusted in order to provide successful interventions and strategies for students who commit Code of Student Conduct infractions. These strategies focus on providing the student with viable and socially appropriate options and alternatives to fighting, being disrespectful and disruptive, using profanity, and cutting class. The goal of counseling and mediation sessions is to successfully teach the skills necessary to avoid future infractions. Some of the skills that are being taught and modeled center around conflict resolution, problem solving, anger management, time management, decision making, and positive character development. These skills are taught during counseling sessions, parent conferences, teacher conferences, and administrative conferences. The entire cadre of counselors and administrators is involved in this effort. These skills will be reinforced and rewarded through the PPP.

Alternatives to suspension strategies will continue to be formulated along this guiding principle, "Corrective strategies should focus on adding rather than removing instruction." In order to meet this goal, many of the alternatives to suspension will continue to look to add instruction time. This will be accomplished by adding the following corrective strategies coupled with the limited and judicious use of indoor suspension for students who commit Code of Student Conduct offenses:

1. Reflective essays (500, 1,000, and 1,500 word)
- 2 Afternoon detentions
- 3 Saturday school detentions
- 4 Work detail
- 5 Community service projects
- 6 Student Success Centers as an alternative to Outdoor Suspensions
- 7 Pathways Program

The primary overall goal of the corrective strategy plan is to teach appropriate behaviors and help students develop the needed skills to help them successfully navigate situations that typically get teenagers into trouble. This is done by 1. counseling them, 2. having them be reflective, and 3. rewarding them for making the correct decisions. Including the above steps, MPSHS has the following corrective strategies that can be instituted when a student violates the Code of Student Conduct:

1. Verbal warnings
2. Reflective essays
3. Written apologies
4. Mediation
5. Work detail
6. Parent conferences
7. Teacher conferences
8. Temporary assignment
9. Behavior contracts
10. Behavior plans
11. Honor council
12. Counseling
13. Exclusion from sporting events

14. Exclusion from after school activities
15. Exclusion from field trips
16. Exclusion from major school events (homecoming, prom, grad bash)
17. Referral to a Student Success program
18. Evening diversion program with our community partner (Richmond Perrine Optimist Club)

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

To ensure the social-emotional needs of all students are being met, the following services are made available on-site to all students:

Counseling

School Psychologist

Social Worker

Panther to Panther-mentorship program where upperclassmen mentor freshmen through their 1st year of high school.

Mentoring program via SPED dept. where each student has an assigned mentor to assist with goals, academic progress and emotional support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

Level 1 score on the statewide, standardized assessments in English Language Arts (ELA) or mathematics.

GPA less than 2.0

Grade 9 students with one of more absence in the first 20 days

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	63	82	59	222
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	167	198	239	215	819
GPA less than 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 9 students with one of more absence in the first 30 days	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Failed two or more courses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retention	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Absent 18 or more days	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	197	51	161	100	509

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The following interventions are employed by the school to improve the academic performance of students identified by EWS:

The "At Risk" Team was established to monitor students who are deemed at risk as determined by the following factors: FCAT Proficiency, SAT/ACT proficiency, credits needed to graduate, GPA needed to graduate, attendance and college readiness. The team includes an administrator, counselors, and teachers who are motivated to volunteer their time in ensuring our students cross the finish line. Accessing the power of parental influence and providing data chats are just some of the methods utilized by the team.

Additional interventions at the site are as follow:

- Truancy Team comprised of administration, counselors and attendance clerk to address attendance issues.
- Counseling-with a focus on academics and behavior
- Mentoring-student to student and staff to student
- Personalizing the learning environment and instructional process
- Increasing student awareness of postsecondary options
- Implementing transition programs, such as partnerships between high schools and feeder middle schools

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Palmetto builds positive relationships with parents through our strong PTSA. The PTSA keep families and the community informed on all upcoming events through their weekly email blasts and monthly newsletter.

Palmetto keeps parents informed of the school's mission and vision, and their child's progress through the following:

- Open House
- ConnectEd
- Curriculum Fair

- Parent Night
- College Fair
- Booster Clubs
- School Web-site
- Various Social Media platforms
- Parent Portal (access to student's grades, attendance and behavior)
- Progress Reports
- Report Cards
- Parent conferences with administration, counselors and teachers
- Student Services send parents of seniors with updates on their child's progress or lack there of.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Miami Palmetto builds and sustains partnerships with the local community in the following ways:

Ms. Dobbs attends monthly meetings with the Pinecrest Education Council, Palmetto Bay Educational Council and the Pinecrest Business Association to update these organizations on school-wide events. In addition, school administration, staff, parents and students attend Town Hall Meetings. Community members are also members of Palmetto's SAC working in collaboration with stakeholders to support academic programs and activities.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dobbs, Victoria	Principal
Hunter, Tierney	Assistant Principal
Menendez, Karina	Assistant Principal
Barreras, Daniel	Assistant Principal
Del Valle, Vivian	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team meets every Monday to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development needs for the faculty and staff and resources for students. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, and practice

new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MPSH school-based MtSS/Rtl Leadership Team will be composed of two components: the administrative team, who will ensure commitment, fidelity, and the allocation of resources, and the department chairpersons, who will ensure the common goal of improving instruction for all students through consistent interaction with department members.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum

manual, and a contest is sponsored by The Homeless Trust- a community organization.

- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- Qualified students are provided with free or reduced price lunch meals on a daily basis
- breakfast is provided free to all students on a daily basis
- during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

Adult Education

- Students are provided the opportunity to attend Adult Education courses in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation

Career and Technical Education

- Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Victoria Dobbs	Principal
Pamela Shlachtman	Teacher
Wendi Werther	Teacher
Armando Gonzalez	Teacher
Trisha Jarrett	Teacher
John Hayduk	Teacher
Andrea Spivak	Teacher
Stephen Leverett	Teacher
Trish Maggio	Education Support Employee
Anna Hochkammer	Parent
Eric Eisenberg	Parent
Sabrina Garcia	Student
Christopher Sanderson	Business/Community
Chris Hugh	Parent
Mary Kinkade	Parent
Helen Garcia	Parent
Maribel Pizarro	Teacher
Octavia Williams	Principal
Eunice McCann	Parent
Rehab Auf	Student
Gina Vineueza	Parent
Linda Dwyer	Parent
Michael Fine	Student
Justin Saruski	Student
Caroline Bayer	Student
Mirta Nieves	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviewed the 2016-2017 SIP with administration and SIP writing team to determine the focus and goals for 2017-2018 as it related to the SIP. This year's focus will be on funding faculty and staff professional developments as well incentives for students.

b. Development of this school improvement plan

The SAC at Miami Palmetto Senior High School is the sole body responsible for final decision making at the school relating to the implementation of the SIP . The committee assists in the development of the SIP, assists the principal in the development of the budget, and determines the allocations of the SAC

budget. The function of the SAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

c. Preparation of the school's annual budget and plan

The SAC committee met with the principal to discuss the proposed budget for the 2017-2018 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC allocated the following school improvement funds last year to support the goals of the SIP.

- Professional Development registration fees \$3,000.00
- Student Agenda Books \$ 6473.00
- Awards \$ 3562.91
- Tutoring and Remediation \$2,300.00
- Turnitin.com \$6770.00
- Writing Workshops for 10th graders \$2,000.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dobbs, Victoria	Principal
Fair, Janice	Teacher, K-12
Exposito, Mylene	Teacher, K-12
Sanin, Maria	Teacher, ESE
Shlachtman, Pamela	Teacher, K-12
Spivak, Andrea	Teacher, K-12
Valero, Elizabeth	Teacher, K-12
Werther, Wendi	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will highlight internal intellectual and leadership capacity through in-house professional development and compilation of research-based supplemental instructional materials, resources, and best practices designed to improve instructional delivery and student achievement of rigorous and relevant content as determined through continual data analysis. The team will look within our school and use the talent found at our school to promote professional development. The team will conduct a Master Schedule review to determine that all level 1 and 2 reading students are placed in the appropriate level reading class.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The following are school strategies used to encourage positive working relationships between teachers, including collaborative planning and instructions:

School-wide Writing Initiative
Professional Learning Communities (PLC's) arranged by department or courses.
Lesson Study (departmental)
Targeted Professional development
Departmental meetings (monthly)
Interdisciplinary Collaborative committees

Currently, our professional development is designed to identify and implement interventions to increase student learning gains, specifically among the lowest 25%. Teachers are collaborating in interdisciplinary groups to share research-based best practices on how to increase rigor in the classroom and better prepare students for district and state-wide assessments. Additionally, professional development will focus on the whole student by addressing students' social and emotional needs as well as their academic needs to ensure that all students are feeling included at Miami Palmetto Senior and are developing into confident successful young adults. Various student services, school, and district personnel will address the staff regarding issues such as appropriate ways of supporting LGBTQ youth, the homeless population, and students suffering with mental health concerns.

Several departments are working with the PD liaison to develop a PLC for the teachers. The lesson study approach to PD has been used successfully in the past. Teachers are currently planning a lesson study to begin during the second semester. Topics can be used in a variety of content areas.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- 1.(Retain) Mentor Early Career teachers
- 2.(Retain) Support teachers through Learning Communities and Professional Development
- 3.(Develop) Provide teachers with opportunities to gain leadership experience within the school
4. (Recruit) Networking with other schools to recruit personnel.
5. (Recruit and Develop) Teacher Intern Program participation utilizing classroom teacher observers.
6. (Develop) Participation in the Mentoring and Induction for New Teachers (MINT) Program

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers will be placed in the MINT mentoring program. They will be paired with a MINT certified teacher who either works within the same discipline or can assist the new teacher with school wide protocol and support. The mentor and mentee will meet biweekly to discuss evidence-based and data-driven strategies for each domain. The mentor provides feedback and coaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Palmetto utilizes district resources (Pacing Guides), state adopted textbooks and research based technology programs (Gizmos, Discovery Learning, Reading Plus, Khan Academy, Algebra Nation, FCAT Explorer) to ensure that programs and materials are aligned to Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers analyze and disaggregate students' data to identify areas of need in order to create lessons to develop personalized instruction. Teachers infuse differentiated instruction to accommodate a variety of learning needs, including rotations in Reading which utilizes individual, whole group, small group, and technology-infused student-centered strategies. Teachers provide enrichment activities for those students who are proficient allowing additional opportunities to enhance academically. Teachers also utilize data to identify students whose data indicates a need for additional individualized assistance through pull out and push-in.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 15,300

Palmetto offers a 7th period through the Miami Palmetto Adult Ed program for recovery purposes in core subject areas and remedial skill acquisition.

Strategy Rationale

This allows students to stay on track with their cohort's graduation requirements while providing research-based strategies and individualized instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Menendez, Karina, kmenendez@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Reports generated using Edgenuity
- Accrued credits earned
- Graduation rate
- Achievement in State and District-wide assessments

Strategy: After School Program

Minutes added to school year: 4,320

Core subject area after school tutoring

Strategy Rationale

Core subject area teachers provide weekly tutoring (2 hours per week) within the discipline for enrichment and remediation that is open to all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Kristina, kkgarcia@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Grades earned in content area courses
- Achievement in State and District-wide assessments
- Participation in upper level courses (i.e. Honors, Advanced Placement)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Palmetto's Student Services department provides annual orientation for each grade level to ensure the timely and smooth transition between grade levels and school levels. All students are provided with counseling services which address their academic and social development.

In addition, Palmetto offers the Panther to Panther program which pairs upperclassmen with incoming ninth graders to help them assimilate to the high school experience.

The SPED department and ESOL department conduct annual meetings to evaluate student progress and review and update academic, behavioral, and developmental goals. Senior students with IEPs participate in a transition meeting to prepare them for post-secondary programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students receive individualized course selection and information regarding academies and majors. In addition, our counselors provide one-on-one support for students seeking further guidance and information.

Palmetto holds a yearly College Fair that hosts over 90 college representatives. This event is held in the evening and is open to students of all grade levels and their families. Additionally, a yearly College Tour is hosted for Juniors and Seniors that travels to all of the state colleges and universities

in Florida so students can gather information and compare entrance requirements and make informed decisions regarding post-secondary plans. Finally, the CAP adviser sets up school visits from over 30 college representatives to afford students the opportunity to learn about school's from all over the nation and speak face-to-face with a representative regarding the application process and programs offered.

Palmetto also offers an OJT program which focuses on job skills and places students in the workforce. Additionally, Palmetto hosts an extensive Career and Technical Education department which offers students the ability to learn about four different vocational areas and obtain industry certification. Finally, Palmetto students participate in a variety of local internships.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Palmetto offers a variety of career and technical education programs that are offered and available to all students. The following programs also offer industry certification.

- Drafting: AutoCAD
- Digital Media: Adobe Dreamweaver
- Family and Consumer Sciences: ServSafe
- Health Science: Certified Medical Administrative Assistant

Career related courses include:

- Academy of Entrepreneurship (Principles and Entrepreneurship, Business Management and Law, Business - Ownership
- TV Production
- AP Computer Science
- Journalism (Yearbook, Newspaper)
- Fine Arts (band, chorus, dance, drawing, photography)
- Forensic Investigative Academy Magnet

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career and Technical Education courses are infused into the curriculum. Palmetto offers a variety of courses dedicated to teaching the skills necessary for our students to be successful in the technological fields of today and tomorrow. Each program incorporates Industry Certification in order to meet college/career readiness and credit requirements. These programs are available to all students while allowing them to continue to participate in an advanced and rigorous curriculum.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

A review of the High School Feedback Report 2013 indicates that 75.2% of our students graduating have completed a college prep curriculum as compared to the district at 69.8%. Based on this information the strategies in place should be continued to maintain the current level of student readiness for the public post-secondary level. These strategies include, but are not limited to, an extensive Advanced Placement and Honors curriculum free of gatekeepers to promote contact with college level coursework; continue to promote students participating in the PSAT, SAT and ACT; tutoring for SAT, ACT, and PERT exams; integrated curricular development in industry certification areas; provide accurate content information with regards to the Bright Futures programs to both students and parents; and continue to offer a wide variety of elective courses to enhance student engagement in real life experiences. Currently MPSHS offers Pre Advanced Placement classes in English and Math and 29 Advanced Placement classes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G094103

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - African American	
AMO Math - SWD	
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	77.0
Bio I EOC Pass	80.0
Math Lowest 25% Gains	69.0
Math Gains	78.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	62.0
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Limited collaboration time to effectively plan instructional strategies across content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Support Team (PLST), department chairs, district resources, technology, multiple texts, grading rubrics

Plan to Monitor Progress Toward G1. 8

Administration will monitor the process and progress of the school-wide initiative for fidelity and sustainability through walkthroughs and attending professional development.

Person Responsible

Victoria Dobbs

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Interim Assessments, Summative Assessments, District and State Assessment data reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

G094103

G1.B1 Limited collaboration time to effectively plan instructional strategies across content areas. 2

B252649

G1.B1.S1 Increase collaboration sessions in all content areas that will help increase rigor during instructional planning. 4

S266633

Strategy Rationale

Conduct/utilize collaboration sessions to provide professional development, targeted planning, and vertical/horizontal instructional alignment.

Action Step 1 5

Provide professional development through interdisciplinary collaborative sessions to enhance instruction in all content areas using research-based best practices through early release days and scheduled common planning time by department.

Person Responsible

Karina Menendez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign-in log, exit slip

Action Step 2 5

Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions during monthly Leadership Team meetings, interdisciplinary collaboration sessions, and scheduled common planning time by department.

Person Responsible

Andrea Spivak

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Students' work, teachers' reflective response, collaborative conversations

Action Step 3 5

Teachers will share best practices learned through various professional development workshops in their respective discipline to enhance instructional delivery.

Person Responsible

Karina Menendez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will attend collaboration sessions, conduct classroom walkthroughs, and review lesson plans to ensure implementation of writing initiative and shared best practices.

Person Responsible

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Classroom walkthrough calendars, sign-in sheets, teacher lesson plans, agenda

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attend collaborative session meetings

Person Responsible

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Students' Work Teachers' Reflective Response

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M377761	Administration will monitor the process and progress of the school-wide initiative for fidelity and...	Dobbs, Victoria	8/21/2017	Interim Assessments, Summative Assessments, District and State Assessment data reports	6/7/2018 weekly
G1.B1.S1.MA1 M377759	Attend collaborative session meetings		8/21/2017	Students' Work Teachers' Reflective Response	6/7/2018 monthly
G1.B1.S1.MA1 M377760	Administration will attend collaboration sessions, conduct classroom walkthroughs, and review...		8/21/2017	Classroom walkthrough calendars, sign-in sheets, teacher lesson plans, agenda	6/7/2018 weekly
G1.B1.S1.A1 A354042	Provide professional development through interdisciplinary collaborative sessions to enhance...	Menendez, Karina	8/21/2017	Sign-in log, exit slip	6/7/2018 monthly
G1.B1.S1.A2 A354043	Teachers will discuss successes, barriers, strategies to improve students' writing and next steps...	Spivak, Andrea	8/21/2017	Students' work, teachers' reflective response, collaborative conversations	6/7/2018 monthly
G1.B1.S1.A3 A358696	Teachers will share best practices learned through various professional development workshops in...	Menendez, Karina	8/21/2017		6/7/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Limited collaboration time to effectively plan instructional strategies across content areas.

G1.B1.S1 Increase collaboration sessions in all content areas that will help increase rigor during instructional planning.

PD Opportunity 1

Provide professional development through interdisciplinary collaborative sessions to enhance instruction in all content areas using research-based best practices through early release days and scheduled common planning time by department.

Facilitator

Reishma Seupersad

Participants

Instructional staff

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions during monthly Leadership Team meetings, interdisciplinary collaboration sessions, and scheduled common planning time by department.

Facilitator

Reishma Seupersad

Participants

Instructional Staff

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 3

Teachers will share best practices learned through various professional development workshops in their respective discipline to enhance instructional delivery.

Facilitator

Karina Menendez

Participants

Instructional Staff

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide professional development through interdisciplinary collaborative sessions to enhance instruction in all content areas using research-based best practices through early release days and scheduled common planning time by department.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$1,000.00
			<i>Notes: EESAC</i>			
2	G1.B1.S1.A2	Teachers will discuss successes, barriers, strategies to improve students' writing and next steps during collaborative sessions during monthly Leadership Team meetings, interdisciplinary collaboration sessions, and scheduled common planning time by department.				\$0.00
3	G1.B1.S1.A3	Teachers will share best practices learned through various professional development workshops in their respective discipline to enhance instructional delivery.				\$0.00
					Total:	\$1,000.00