

The School District of Palm Beach County

Pahokee Middle Senior High



2019-20 Schoolwide Improvement Plan

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Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

<https://pmsm.palmbeachschools.org>

Demographics

Principal: Dwayne Dennard

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (45%) 2016-17: C (46%) 2015-16: C (51%) 2014-15: C (51%)
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	TS&I

* 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 Palm Beach 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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pahokee Middle Senior High School is an International Baccalaureate World School committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Pahokee Middle Senior High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Dennard, Dwayne	Principal	As the administrative and professional leader of the school, and as such, he is directly responsible to the Area and District Superintendent for its successful operation. The principal develops and manages the school budget and implementation of Human Resources policies and manages the improvement of academics with the focus on enhancing teaching and learning.
Slydell, Camella	Assistant Principal	The assistant principal acts in the capacity of ensuring that the daily school operational procedures are running efficiently as described by state and district guidelines for student achievement. They carry out the duties and responsibilities as designated by the principal to meet student and school needs for improvement and achievement. They also assists the principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents.
Twiggs, Natasha	Administrative Support	Assists with implementation of instructional goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals. Designs and implements tutorial programs for all students. Assists the principal in the monitoring of classroom instruction, assists in implementing instructional strategies, including supporting the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction.
Soto-Granville, Sonia	Other	The IB/MYP Coordinator manages and assists with planning and implementation of the program. They are responsible for the full delivery of the curriculum including documentation, reporting, analysis, and evaluation. They also assist with coordination of all IB related activities including the MYP Community Project, teacher training, program of inquiry and unit development, and student evaluation.
Lawson, Brian	Assistant Principal	The assistant principal acts in the capacity of ensuring that the daily school operational procedures are running efficiently as described by state and district guidelines for student achievement. They carry out the duties and responsibilities as designated by the principal to meet student and school needs for improvement and achievement. They also assists the principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents.
Mclemore-Golphin, Earlean	Assistant Principal	The assistant principal acts in the capacity of ensuring that the daily school operational procedures are running efficiently as described by state and district guidelines for student achievement. They carry out the duties and responsibilities as designated by the principal to meet student and school needs for improvement and achievement. They also assists the principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents.

Name	Title	Job Duties and Responsibilities
Tabuteau, Guy	Assistant Principal	The assistant principal acts in the capacity of ensuring that the daily school operational procedures are running efficiently as described by state and district guidelines for student achievement. They carry out the duties and responsibilities as designated by the principal to meet student and school needs for improvement and achievement. They also assists the principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	136	143	122	127	137	125	116	906
Attendance below 90 percent	0	0	0	0	0	0	3	3	7	9	10	7	10	49
One or more suspensions	0	0	0	0	0	0	28	20	19	21	21	15	14	138
Course failure in ELA or Math	0	0	0	0	0	0	71	83	61	27	29	23	16	310
Level 1 on statewide assessment	0	0	0	0	0	0	77	70	59	59	65	49	20	399

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	63	66	49	35	30	29	17	289

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	1	9	2	0	0	6	18
Students retained two or more times		0	0	0	0	0	0	6	3	1	3	2	11	29

FTE units allocated to school (total number of teacher units)

75

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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	4	3	4	1	1	4	0	17
One or more suspensions	0	0	0	0	0	0	42	48	30	9	12	13	5	159
Course failure in ELA or Math	0	0	0	0	0	0	38	30	44	68	52	63	15	310
Level 1 on statewide assessment	0	0	0	0	0	0	47	70	57	49	55	52	2	332

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	54	70	59	40	31	29	6	289

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	57%	56%	30%	55%	53%
ELA Learning Gains	48%	51%	51%	41%	50%	49%
ELA Lowest 25th Percentile	41%	43%	42%	32%	45%	41%
Math Achievement	28%	54%	51%	31%	48%	49%
Math Learning Gains	34%	45%	48%	39%	44%	44%
Math Lowest 25th Percentile	40%	43%	45%	28%	38%	39%
Science Achievement	39%	73%	68%	37%	71%	65%
Social Studies Achievement	49%	74%	73%	52%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	136 (0)	143 (0)	122 (0)	127 (0)	137 (0)	125 (0)	116 (0)	906 (0)
Attendance below 90 percent	3 (4)	3 (3)	7 (4)	9 (1)	10 (1)	7 (4)	10 (0)	49 (17)
One or more suspensions	28 (42)	20 (48)	19 (30)	21 (9)	21 (12)	15 (13)	14 (5)	138 (159)
Course failure in ELA or Math	71 (38)	83 (30)	61 (44)	27 (68)	29 (52)	23 (63)	16 (15)	310 (310)
Level 1 on statewide assessment	77 (47)	70 (70)	59 (57)	59 (49)	65 (55)	49 (52)	20 (2)	399 (332)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	30%	58%	-28%	54%	-24%
	2018	28%	53%	-25%	52%	-24%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	31%	53%	-22%	52%	-21%
	2018	23%	54%	-31%	51%	-28%
Same Grade Comparison		8%				
Cohort Comparison		3%				
08	2019	40%	58%	-18%	56%	-16%
	2018	39%	60%	-21%	58%	-19%
Same Grade Comparison		1%				
Cohort Comparison		17%				
09	2019	35%	56%	-21%	55%	-20%
	2018	32%	56%	-24%	53%	-21%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
10	2019	36%	54%	-18%	53%	-17%
	2018	33%	55%	-22%	53%	-20%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	18%	60%	-42%	55%	-37%
	2018	19%	56%	-37%	52%	-33%
Same Grade Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	20%	35%	-15%	54%	-34%
	2018	8%	39%	-31%	54%	-46%
Same Grade Comparison		12%				
Cohort Comparison		1%				
08	2019	27%	64%	-37%	46%	-19%
	2018	27%	65%	-38%	45%	-18%
Same Grade Comparison		0%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	25%	51%	-26%	48%	-23%
	2018	26%	54%	-28%	50%	-24%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	69%	-23%	67%	-21%
2018	50%	67%	-17%	65%	-15%
Compare		-4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	72%	-27%	71%	-26%
2018	30%	72%	-42%	71%	-41%
Compare		15%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	69%	-23%	70%	-24%
2018	54%	68%	-14%	68%	-14%
Compare		-8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	64%	-21%	61%	-18%
2018	28%	62%	-34%	62%	-34%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	60%	-36%	57%	-33%
2018	30%	57%	-27%	56%	-26%
Compare		-6%			

Subgroup Data

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	23	45	35	19	40	39	31	34		100	17
ELL	33	42	30	24	30	38	31	45	40		
BLK	27	45	43	22	34	40	27	43	45	96	43
HSP	48	52	37	36	35	38	57	57	58	93	65
WHT	36	45			10						
FRL	36	47	41	28	34	40	40	48	55	97	53
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	32	28	19	30	30	19	18		90	
ELL	9	41	60	22	33	20	17	19			
BLK	24	38	31	18	31	31	31	34	25	94	53
HSP	44	52	55	36	37	37	50	56	55	89	83
FRL	32	44	36	25	33	33	40	43	46	92	66
2017 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 2015-16	C & C Accel 2015-16
SWD	5	23	22	8	30	28	12	32		46	
ELL	21	48	31	31	38	36	25	38			
BLK	21	36	33	25	33	22	24	43	56	88	60
HSP	42	47	21	40	45	38	57	62	67	73	76
FRL	30	41	32	31	39	28	37	52	63	84	71

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

After analyzing the math data for grades 6-8 is at 21% proficiency and Geometry is at 24% proficiency. Students lack math foundation skills and the ability to process multi-step performance task. There were two new teachers that required instructional delivery and classroom management professional development. Teachers also had difficulty implementing effective strategies for ELL and ESE students.

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

After analyzing the data there was a decline in U.S. History dropped by 8%. Students lack interest and skill set reading of non-fictional text. They are reading below grade levels by at least 1-2 years.

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 Math data components in grades 6, 7 and Geometry had the greatest gaps when compared to the state. Students lack math foundation skills and the ability to process multi-step performance task.

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

The data shows that Civics and Algebra 1 the most improvement with a 15% increase. Grade 6 students were introduced to Civics during the 4th nine weeks to expose them to standards and content. Algebra 1 students were doubled block to receive additional instruction. Teachers created a content review pacing calendar based on the reporting categories that focused on the standards and learning targets.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reviewing the EWS data, the two areas of concern are: (1) Level 1 students performing in ELA/Math and (2) ELA/Math course failure.

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

Our highest priority alignment with LTO #2 ensure high school readiness and LTO #3 increase high school graduation rate in the following areas:

1. Math (6-8, Geometry)
2. ELA (grades 6-10)
3. U.S. History
4. Science (Grade 8 and Biology)
5. ELL and SWD

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase student achievement in all content areas and ensure that it is aligned with the District's Strategic Plan: LTO #2: to ensure high school readiness and LTO #3: to increase the high school graduation rate.
Rationale	Based on our school data, in all tested areas we have historically scored 21% below the District and State on the FSA and EOC assessments. Our ELL and SWD subgroups had the lowest performance in ELA and Math on both the FSA and EOC.
State the measurable outcome the school plans to achieve	Our measurable goals for FY 20 is to increase proficiency on FSA (ELA, Math, Science) from 31% to 50% and increase proficiency on the EOC (Biology, Algebra, Geometry, Civics, US History) assessments by 10%. Our goal for ELL and SWD students is to increase proficiency scores on FSA and EOC by 25% for FY20 .
Person responsible for monitoring outcome	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. ELA and ELL teachers will utilize evidence based close reading strategies to enhance students reading and writing skills. Teachers will use Top Score Writing, Reading Plus, Study Island and Achieve 3000 to remediate students based on individual needs. (Dr. Golphin) 2. Math teachers will collaboratively plan standards-based lessons using Envision, Study Island and IXL to provide individualized remediation for students. (Mr. Tabuteau,) 3. All content (Science, ELA, Math, Social Studies) teachers will provide student with opportunities to utilize AVID note taking and WICOR strategies. (Ms. Slydell) 4. Civics and US. History teachers will implement a focused standards-based curriculum utilizing Gateway, Blender and EOC Item specs and infuse cooperative learning groups. (Mr. Lawson) 5. All content teachers, CLF's and Academic Tutors will attend PLC's to utilize data and to plan collaboratively for differentiated instruction, reteach, small group and push-in support to meet student needs. (Ms. Twiggs)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. This strategy will help students with comprehension and sourcing/citing information from the text to incorporate in their writing. These resources will help with scaffolding instruction for our struggling , ELL and SWD students to promote learning gains. 2. These resources provide significantly more practice questions for students and provide more assessments for teachers to collect data for planning and reteach. 3. Utilizing AVID strategies creates an environment of structured inquiry (higher level thinking, Costa's level of questioning) and extends students' conceptual understanding and allows further opportunity for students to practice desired skills and behaviors.. 4. The implementation of focused curriculum will enable teachers to use researched based strategies in their lessons to increase Civics and U.S. History scores on the EOC. 5. Utilizing data to guide instruction ensures that the teachers are adjusting instructional practices aligned to the standards and the needs of the students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will plan during common planning with Academic Tutors, CLF's. (Golphin, Lawson, Slydell, Tabuteau) 2. Provide professional development opportunities for all teachers to enhance instructional practices in the classroom. (Twiggs) 3. Analyze assessment data (FSQ/USA/and (PBPA) and unpack standards during PLC with SSCC to plan for small group ,reteach instruction and tutorial. (Twiggs)

4. Academic Tutors and CLF will provide double-down support in ELA and Math classes. (Twiggs/Shaw)
5. Conduct tutorials after school for students in all content areas.
6. CLF and ESE support staff push in to provide instructional support for students. (Shaw, Crenshaw)
7. Promote student achievement through academic celebrations and incentives.
8. Monitor for effectiveness through walk-through's, observations, lesson plans, PLC notes and data reports.

Person Responsible Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

#2

Title	To improve Parental and Community Involvement and ensure that it is aligned with the District's Strategic Plan: LTO #2 and #10.
Rationale	To support the academic needs and social and emotional development of all students, there is a need to increase parental and community involvement.
State the measurable outcome the school plans to achieve	To increase parental and community partnerships by 25% by empowering parents through leadership roles and training's that will engage their children at home and school.
Person responsible for monitoring outcome	Earlean Mclemore-Golphin (earlean.mcmemore@palmbeachschools.org)
Evidence-based Strategy	To improve student and school outcomes we will build family and community engagement by collaborating with local organizations to create respectful and trusting relationships with our parents and community.
Rationale for Evidence-based Strategy	By engaging parents in their child's learning and providing more parent and community involvement opportunities we will increase academic success for all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide parent training's and resources to support student academic success. 2. Provide community resources to support our educational initiatives. 3. Provide parent training's and resources to help prepare for high school readiness, college and career readiness. 4. Provide community partnerships with local organizations to become mentors with our students to enhance their social and emotional well-being. 5. Monitor effectiveness through surveys and evaluations
Person Responsible	Natasha Twiggs (natasha.twiggs@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

To ensure that our instruction is aligned to the Pillars of Effective Instruction: Long Term Outcomes #2 and #3 we will provide our students with rigorous instruction and tasks aligned to Florida State standards.task In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the ELA ,Social Studies, and Arts. Our students participate in activities and studies that represent the diverse population at our school as well as District and National highlights of different cultures. Our curriculum is aligned to ensure that students are educated on the following:

The History of the Holocaust
 The History of Black and African Americans
 The Contributions of Latino and Hispanics
 The Contributions of Women
 The Sacrifices of Veterans and Medal of Honor recipients within US History.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our family involvement plan and School-Parent Compact are revised each school year during our first SAC meeting in August and our Title I Annual meeting in September. During these meeting parents and community stakeholders are given the opportunity to help with the evaluating and planning for the implementation of our plans and policies. Our school-wide plan is reevaluated in March through parent evaluation forms from stakeholder meetings. This information is used to improve our staff and parent training's, meetings and communication.

Our parents, families, and community stakeholders are involved in the design and implementation of our school-wide programs during our Annual meeting, Open House, SAC meetings, Academy meetings (AVID,IB/MYP, Robotics,ROTC).

Parents receive timely information regarding all of our school activities and meetings through Parentlink, Marquee, Flyers and Social Media.

PFEP Link

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

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.

Our school promotes a Single School Culture by implementing a universal guidelines of academic success and SwPBS. We communicate expectations to students and parents via student handbook. In alignment, to school board 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within the content areas of ELA, Social Studies and Arts. Our students participate in activities and studies that represent the diverse population at our school as well as District and National initiatives of diverse cultures.

School Guidance Counselor, Crisis Intervention teacher, Administration, ESE Coordinator, School-Based Team Leader, and ESE teachers engage with identified staff members during monthly meetings to provide a differentiated delivery of services based on student/school need. Pahokee Middle High School utilizes data-based decision-making to closely monitor academic, social-emotional and college-career equity gaps by connecting all students with the services they need. Students and families are referred to community agencies for individual and/or group counseling.

School-based Team meetings are held monthly to implement TIER 1, TIER II, or TIER III interventions

based on: (11) Assessment of the students and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluations of the Response to Intervention (RTI) process.

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

All members of the school staff participate in professional learning communities and Common Planning that meet both informally and formally on a regular schedule. Collaboration occurs within grade levels, across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and promotion such as the 6.5/7.5/8.5 compass credit recovery, Summer Academy for incoming 6th and 9th grade students. The fore mentioned programs allows teachers and students to develop and become acclimated with upcoming learning opportunities at the secondary level.

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.

PMHS integrates initiatives such as SwPBS, RTI, AVID, multicultural awareness, anti-bullying campaigns and student achievement incentives to foster a safe academic environment for students.

SwPBS:

PMHS integrates a School Culture sharing universal guidelines for success through; structured lessons, anti-bullying campaigns, communicating with parents and monitoring student behavior.

RTI:

SBT meets to identify students who are in need of additional academic and/or behavioral support. Tier 2 and 3 interventions will be determined based on data analysis and outcome of intervention strategies. The school-based team will identify the professional development activities needed to create effective learning environments.

AVID:

Annual professional development is provided for administration, teachers and tutors to help support student achievement through AVID.

Title I Part A- PMHS has been awarded \$413,645 in Title I Funds for FY 19-20 school year. Funds are used to employ a SSCC, 1.0 math teacher, 0.5 literacy resource, (2) 1.0 intensive reading teachers, out of system tutors and part-time tutorial staff to support literacy and mathematics and provide supplies for family involvement, classroom, and PD.

Title I Part D- At-risk students transitioning from adjudicated programs, alternative education and school based at PMHS will be provided mentoring to meet and discuss their educational plan and progress.

Title II- Professional development opportunities facilitated through the District are provided by Title II Funds.

Violence Prevention Programs- PMHS has partnered with school police and PBSO to implement a Single School Culture to prevent violence and bullying.

Career and Technical Education- Career academy programs at PMHS develop opportunities that align the school's curriculum with industry certifications.

Title X- PMHS partners with Migrant Education Harvest of Hope tracking and providing services for migrant students.

McKinney Vento- Ensures that homeless youth receive needed resources to be successful.

Business partners:

City of Pahokee

Ed. Foundation

GELs

TeamWorks USA

Ventus Charitable Foundation

Q81 Foundation

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

Guidance Counselors conducts individual student conferences. Throughout the year, students can meet with their guidance counselor to discuss their progress and ensure they are on a continued path of success.

Guidance services working with schools to inform and support students and parents in high school readiness, graduation and college readiness.

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. The faculty, staff, and students participate in College Shirt Day every Thursday. College tours will take place for all 11th and 12th grade students. Colleges will visit the school to conduct information sessions and facilitate college application completion. The school will conduct FASFA information sessions parents and students twice a year. (Ongoing)

Part V: Budget

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

1	III.A.	Areas of Focus: To increase student achievement in all content areas and ensure that it is aligned with the District's Strategic Plan: LTO #2: to ensure high school readiness and LTO #3: to increase the high school graduation rate.				\$3,127.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	500-Materials and Supplies	1771 - Pahokee Middle Senior High	School Improvement Funds	838.0	\$3,127.00
2	III.A.	Areas of Focus: To improve Parental and Community Involvement and ensure that it is aligned with the District's Strategic Plan: LTO #2 and #10.				\$0.00
Total:						\$3,127.00