

The School District of Palm Beach County

# Pahokee Middle Senior High



## 2020-21 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: 8/14/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (45%) 2016-17: C (46%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

## Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

<https://pmsm.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	98%
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	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities 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.
	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.

### Demographic Information

#### Principal start date

Sunday 8/14/2016, Dwayne Dennard

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

**Total number of teacher positions allocated to the school**

73

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
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<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
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## 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	125	141	137	107	108	109	113	840
Attendance below 90 percent	0	0	0	0	0	0	15	2	10	15	9	11	14	76
One or more suspensions	0	0	0	0	0	0	9	15	24	7	7	14	4	80
Course failure in ELA	0	0	0	0	0	0	4	60	75	30	0	28	21	218
Course failure in Math	0	0	0	0	0	0	4	38	100	11	22	24	13	212
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	26	37	42	23	24	37	38	227
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	38	24	69	38	33	4	37	243
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	83	102	46	53	72	0	0	356

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	42	50	95	34	25	33	35	314

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	4	0	5	0	0	0	4	13
Students retained two or more times	0	0	0	0	0	0	3	3	1	3	2	3	9	24

**Date this data was collected or last updated**

Wednesday 8/19/2020

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

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

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	58%	-28%	54%	-24%
	2018	28%	53%	-25%	52%	-24%
Same Grade Comparison		2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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%				
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%
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
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%	0
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%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
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%	0



## 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.**

As we analyzed the data from FY19 FSA and FY20 diagnostics it is evident that we need to improve in math grades 6-8 and ELA grades 6-10. Math has historically scored low over the past three years. ELA has increased but the FY20 diagnostic scores were 13% lower than our school goal of 50%. The contributing factor would be a shift in instruction(ELA/Math) and teaching position (ELA) not filled until the end of the school year.

**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%. A contributing factor was with teacher capacity of implementing reading/scaffolding strategies to assist with comprehension of content. Another challenge was motivating students to engage in high interest non-fictional text due to a large portion of our students 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. In grades 6-7 we are 34% below the state average and in Geometry we were 33% below the state average. The contributing factor for the gap is that students are entering middle school lacking the math foundational 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 had 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 blocked 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?**

After reviewing the EWS data, the two areas of concern for our school are:

- (1) the amount of Level 1 students performing in ELA ,Math,and Geometry. The data shows that historically in these areas our school is performing at an -25% below in comparison with the district and state. These concerns can be contributed to several factors. The first factor is incoming sixth grade students are entering middle school lacking the foundational knowledge and skills needed to be proficient in reading and math. The second factor is there were two new teachers in grade 6 for ELA and Math and they struggled with classroom management and instructional delivery of the content. Based on the data our goal is to improve literacy across the all content areas with a focus on standards-based instruction, scaffolding instruction, remediation of standards and differentiated instruction to meet individual student needs, small group and tutorial.
- (2) ELL/SWD students did not make any gains in Reading and math. The contributing factor is that teachers had difficulty with implementing strategies to support our ELL/SWD student population. The focus will be to increase student learning gains by targeting and monitoring the data for these

students. Instruction will be provided through the use of a variety of strategies, differentiated instruction, technology, small groups and tutorial.

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

Our plan for school-wide improvement is to ensure that all students are successful in all content areas. To reach this goal all content area teachers will meet weekly with the SSCC during PLC's to analyze data and plan for remedial instruction (whole group & small group) for students. To build teacher capacity, professional development and instructional support/coaching will be provided through various educational partners, the SSCC and Academic Coach..

To improve academic performance at our school and be in alignment with the District's Strategic Plan LTO #2 ensure high school readiness and LTO #3 increase high school graduation rate our school's focus is to improve in the following five areas.

1. Math ( 6-8) To decrease the number of level 1's and 2's on the math FSA - we will implement a double down strategy of support in the Intensive classes with an Academic Tutor to provide the students with more small group instruction and support. To help with building student skills teachers will create lessons on IXL based on the individual student need. During PLC's teacher will analyze data from FSQ's, USA's and Diagnostic test to plan for remedial instruction. Tutorial will be provided for all students based on the data from Diagnostics.
2. ELA (grades 6-10) To decrease the number of level 1's and 2's on the ELA FSA - ELA and Reading teachers will meet weekly with SSCC during PLC to analyze data from FSQ's and USA's. That data will be used to plan for standards based differentiated instruction. We will implement a double down strategy in the ELA and Intensive Reading classes with an Academic Tutor to provide the students with more small group instruction and support.
3. U.S. History - U.S. History had the largest decrease -8%. To increase the passing rate of this EOC the teacher will work closely with SSCC to monitor student success by analyzing the NGSQ's and create a reteach action plan on the weak standards. Individual remedial lessons will be created on Study Island based on student needs. Small group instruction will be implemented to provide extra support for students based on the assessment data. After school tutorial will be provided for all students.
4. Science ( Grade 8 and Biology) To increase scores on the NGSS 8th grade science and Biology EOC teachers will meet with SSCC during PLC weekly to analyze data and plan for remediation and reteach instruction based on the standards for each NGSQ. Eighth grade science will use STEMscopes and Study Island to enhance science lessons. Biology will implement more labs per unit to add a hands on approach to learning as well as follow the scope and sequence utilizing Blender resources. Both of these science courses will offer after school tutorial.
5. ELL and SWD - To ensure learning gains for the targeted subgroups we will identify and monitor these students through data chats with the teachers as well as plan for instruction during PLC's. Teachers will be provided push-in support from the CLF's and ESE teacher.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus</b>	To increase student achievement in all content areas and ensure that it is aligned with the Districts Strategic Plan: LTO #2: to ensure high school readiness and LTO #3: to increase the high school graduation rate.
<b>Description and Rationale:</b>	The rationale for this area of focus is based on our school data in all tested areas we have historically scored 21% below the District and State on FSA and EOC assessments. Our ELL and SWD subgroups had the lowest performance in ELA and Math on both FSA and EOC.
<b>Measurable Outcome:</b>	Our measurable goal is to increase our proficiency on FSA /EOC (ELA, Math, Science, Civics and US History) from 31% to 50% . Our goal for ELL and SWD is to increase proficiency scores within these subgroups by 15%.
<b>Person responsible for monitoring outcome:</b>	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. ELA and ELL teachers will utilize evidence based close reading strategies to enhance students reading and writing skills. Teachers will differentiate instruction via Top Score Writing, Reading Plus, and Study Island to remediate students based on individual needs. (Dr. Golphin)</li> <li>2. Math teachers will collaboratively plan standards-based lessons using Envision, Study Island and IXL to provide individualized remediation and small group instruction for students. (Mr. Tabuteau,)</li> <li>3. All content (Science, ELA, Math, Social Studies) teachers will provide student with opportunities to utilize AVID note taking and WICOR strategies. (Ms. Slydell)</li> <li>4. Civics and US. History teachers will implement a focused standards-based curriculum utilizing Gateway, Blender resources and infuse cooperative learning groups. (Mr. Lawson)</li> <li>5. All content teachers, CLF's and Academic Tutors will attend PLC's to utilize data and plan collaboratively for differentiated instruction, reteach, small group and push-in support to meet student needs. (Ms. Twiggs)</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>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 and small group instruction for our struggling , ELL and SWD students to promote learning gains.</li> <li>2. These resources provide significantly more practice questions for students and provide more assessments for teachers to collect data for planning and reteach.</li> <li>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..</li> <li>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.</li> <li>5. Utilizing data to guide instruction ensures that the teachers are adjusting instructional practices aligned to the standards and the needs of the students.</li> </ol>

**Action Steps to Implement**

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.(Twiggs, Bryant)
6. CLF and ESE support staff push in to provide instructional support for students. (Shaw, Crenshaw, Tate)
7. Promote student achievement through academic celebrations and incentives. (Twiggs,Bryant, Shaw)
8. Monitor for effectiveness through walk-through's, observations, lesson plans, PLC notes and data reports. (Golpin, Lawson, Slydell, Tabuteau, Twiggs).

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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 and content required by Florida State statue 1003.42 . As we continue to develop a single school culture and an appreciation of multicultural diversity, our school highlights multiculturalism within the content areas (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.**

**During common planning our teachers utilize the lessons that are embedded in their curriculum units that are aligned to Florida State statute 1003.42 and school board 2.09.**

**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 by participating in various monthly activities such as Anti-bullying, Hispanic Heritage, African American History, Women's Heritage Drug-free, etc.**

**Our school also integrates a single school culture though 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. School-wide students are taught WICOR strategies and Cornell note-taking in grades 6-12. 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 IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

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 of all our school activities and meetings through Parentlink, Marquee, Flyers and Social Media.

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/studies that represent the diverse population at our school as well as District and National initiatives of diverse cultures.

Our 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 need. PMHS 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.

PMHS integrates a School Culture sharing universal guidelines for success through; structured lessons, anti-bullying campaigns, communicating with parents and monitoring student behavior. We implement initiatives such as SwPBS, RTI, AVID, multicultural awareness, anti-bullying campaigns and student achievement incentives to foster a safe academic environment for students. Our school promotes a Single School Culture by implementing a universal guidelines of academic success and SwPBS.

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

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.

**Parent Family and Engagement Plan (PFEP) Link**

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