Pahokee Middle Senior High

2021-22 Schoolwide Improvement Plan

Table of Contents

Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

https://pmsm.palmbeachschools.org

Demographics

Principal: Dwayne Dennard

Start Date for this Principal: 7/8/2016

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	**2020-21 Title I School**	**2020-21 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	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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.

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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. 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: 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	Position 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.
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.
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.
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.
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.

Demographic Information

Principal start date

Friday 7/8/2016, 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

75

Total number of students enrolled at the school

810

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

5

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	59	13	9	9	9	3	15	117
One or more suspensions	0	0	0	0	0	0	3	4	12	5	3	1	0	28
Course failure in ELA	0	0	0	0	0	0	13	50	56	64	42	22	41	288
Course failure in Math	0	0	0	0	0	0	13	53	29	55	41	17	22	230
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	39	41	31	42	45	43	15	256
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	72	57	44	5	44	15	6	243
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	41	31	42	45	43	15	256

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	73	50	45	60	42	19	36	325

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	14	3	1	0	0	0	5	23
Students retained two or more times	0	0	0	0	0	0	13	1	2	2	4	1	5	28

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	57%	56%	33%	57%	56%
ELA Learning Gains				48%	51%	51%	44%	53%	53%
ELA Lowest 25th Percentile				41%	43%	42%	36%	46%	44%
Math Achievement				28%	54%	51%	25%	54%	51%
Math Learning Gains				34%	45%	48%	33%	47%	48%
Math Lowest 25th Percentile				40%	43%	45%	32%	43%	45%
Science Achievement				39%	73%	68%	40%	72%	67%
Social Studies Achievement				49%	74%	73%	43%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2021					
	2019	31%	53%	-22%	52%	-21%
Cohort Comparison		-30%				
08	2021					
	2019	40%	58%	-18%	56%	-16%
Cohort Comparison		-31%				
09	2021					
	2019	35%	56%	-21%	55%	-20%
Cohort Comparison		-40%				
10	2021					
	2019	36%	54%	-18%	53%	-17%
Cohort Comparison		-35%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	18%	60%	-42%	55%	-37%
Cohort Comparison						
07	2021					
	2019	20%	35%	-15%	54%	-34%
Cohort Comparison		-18%				
08	2021					
	2019	27%	64%	-37%	46%	-19%
Cohort Comparison		-20%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	25%	51%	-26%	48%	-23%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	46%	69%	-23%	67%	-21%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	72%	-27%	71%	-26%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	69%	-23%	70%	-24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	64%	-21%	61%	-18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	24%	60%	-36%	57%	-33%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

FSA FY19 overall achievement data was used to set a target goal for improvement. To monitor progress toward this goal we used FY21 achievement data from the Fall and Winter diagnostic as a tool to work towards our goal. The data was used to create our instructional plan,monitoring and remediation to increase student learning. To determine if we met the goal we used the spring FY 21 FSA data.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.2	17.6	12.8
	Economically Disadvantaged	19.4	16.8	12
	Students With Disabilities	5.9	11.1	0
	English Language Learners	7.1	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5	17	35.3
	Economically Disadvantaged	16.7	16.1	34.7
	Students With Disabilities	0	6.7	37.5
	English Language Learners	8.3	7.7	30.8

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31.9	25.2	28.7
	Economically Disadvantaged	32.7	25.8	29.4
	Students With Disabilities	10.5	4	4
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6	19.5	13.3
	Economically Disadvantaged	29.4	20	13.6
	Students With Disabilities	16.7	3.7	3.6
	English Language Learners	7.7	7.1	6.7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	29.7	29.9	30.6
	Economically Disadvantaged	30.6	30.6	31.3
	Students With Disabilities	12.5	7.1	6.9
	English Language Learners	7.7	14.3	13.3

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5	39.8	33.9
	Economically Disadvantaged	43.4	39.7	33.6
	Students With Disabilities	5.6	5.3	5.3
	English Language Learners	0	9.1	8.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	24.8	27.4
	Economically Disadvantaged	33.3	24.4	27
	Students With Disabilities	12.5	10.5	10.5
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.4	68.1	75.6
	Economically Disadvantaged	42.1	50	63.6
	Students With Disabilities	22.2	42.1	60
	English Language Learners	20	68	74

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57.3	47.7	43.2
	Economically Disadvantaged	56.8	47.1	42.6
	Students With Disabilities	35.7	10	3.8
	English Language Learners	50	33.3	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.6	33.7	37.4
	Economically Disadvantaged	24.6	33.7	37.4
	Students With Disabilities	6.3	16.7	18.5
	English Language Learners	50	33.3	16.7
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67.1	61	58.5
	Economically Disadvantaged	67.1	61	57.8
	Students With Disabilities	37.5	36.4	18.2
	English Language Learners	21	21.5	18.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.9	44.7	42.1
	Economically Disadvantaged	40	45.2	42.5
	Students With Disabilities	40	44.4	22.2
	English Language Learners	40	40	40
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.1	49.2	48.4
	Economically Disadvantaged	51.7	46.7	42.5
	Students With Disabilities	9.1	8.3	18.2
	English Language Learners	40	40	40
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	30
	Economically Disadvantaged	0	0	30
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50.8	50.8	51.6
	Economically Disadvantaged	50	50	50.8
	Students With Disabilities	28.6	28.6	28.6
	English Language Learners	40	40	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.5	22.2	18.4
	Economically Disadvantaged	38.5	22.7	18.8
	Students With Disabilities	38.5	28.6	35.7
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	40	33.3
	Economically Disadvantaged	50	40	33.3
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	59.2	58.4	66.2
	Economically Disadvantaged	58.6	57.9	65.8
	Students With Disabilities	52.5	47.1	7
	English Language Learners	50	25	66.7

Grade 12				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0	3	35
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	4
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	0	0	21
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	8
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	0	0	1
	Economically Disadvantaged	0	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	33	28	27	35	41	34	30		100	29
ELL	30	33	33	27	27	33	33	32			
BLK	28	29	20	19	26	35	28	36		98	36
HSP	46	43	31	36	29	33	50	48	56	98	79
WHT	19	43		13	14						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	35	34	23	25	27	36	37	40	51	98	55

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	12
Percent Tested	95%

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	32
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	22
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As we analyzed the data from FY19 and FY 21 FSA data 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 and based on FSA FY 21 scores we were 28% lower than our school goal of 50%. ELA has increased in grades 9 and 10 but the FY21 FSA overall scores were 16% lower than our school goal of 50%. The contributing factor would be a shift in instruction in ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

After reviewing the EWS data for both FY19 and FY21, the three 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. 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.
(2) Based on FY19 and FY21 ELL/SWD students did not make any gains in Reading and math.
(3)After analyzing the FY19 data there was a decline in U.S.History dropped by 8% and FY 21 we missed our 50% goal by 28%.

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

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.
(1) Math - 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.
(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.
(3) US History - 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.

Based on the data our new actions would be 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. We will incorporate collaborative planning in each content area with support from District Specialist.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The FY 19 data shows that Civics and Algebra 1 had the most improvement with a 15% increase. Based on FY21 data our school was one of the seven schools that improved by 3% or more in ELA, Math and 8th grade Science. Our school set a goal of 50% for each content area and the ELA and Biology were the two that came close to meeting the goal. ELA scores in grade 9 scored 43% and grade 10 scored 41%. Biology scored 43%.

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

Contributing factors for FY19 in 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. Contributing factors for FY 21 were remained focus on following a planned instructional focus to align in person and virtual learning for their students. Teachers created a content review pacing calendar based on the reporting categories that focused on the standards and learning targets.

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

To accelerate learning and ensure that all students are successful in all content areas. To reach this goal all content area teachers will meet weekly with the SSCC and LTF during PLC's to analyze data and plan for remedial instruction (whole group & small group) for students.
1. Math (6-8) To decrease the number of level 1's and 2's on the math FSA - we will implement a common planning strategy with regular and Intensive to align instruction and small group support. To help with building student skills teachers will create lessons on Achieve 3000 math based on the individual student need.
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 classes.
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.

Tutorial - In school and after school tutorial will be provided for all students in all content areas based on the areas of improvement from FSQ, USA and Diagnostics data.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

To build teacher capacity and accelerate student learning our focus for professional development will be centered around differentiated instruction and small group. Professional development will be provided for differentiated instruction for all and follow up instructional support/coaching will be provided by the SSCC , Math and Reading Coaches. To improve in classroom management

techniques and support new teachers professional development will be provide through district partners.

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

Additional services provided for this school year is that we have a Reading and Math Coach that will help with providing teacher with best practices and instructional coaching to enhance teaching and increase student learning.
Learning Team Facilitators - We have one for each campus that will meet with teachers to discuss data trends and plan for reteach instruction.
Academic Tutors - We will use tutors to implement a double down strategy of support in the Intensive Math and Reading classes to provide students with additional small group instruction and support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	If we focus on standards-based and differentiated instruction to increase student learning in all content areas then we will increase academic achievement and ensure alignment with the Districts Strategic Plan: LTO #2: to ensure high school readiness and LTO #3: to increase the high school graduation rate. 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. Our goal is to be strategies and focus on standards based instruction to ensure best practices are utilized throughout all content areas. We want to ensure that all of our students are provided the opportunity to be successful. ELA - In FY19 we were only at 31% proficiency. In FY 21 were at 36% proficiency. Math FY19 28% and FY21 31% and math was our lowest achievement area. Science FY19 39% and Social Studies FY 19 49% We want to establish a culture of high expectations and continuous improvement by ensuring our students are provide instruction that meets the rigor of the standard.
Measurable Outcome:	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 an SWD is to increase proficiency scores within these subgroups by 15%.
Monitoring:	Monitoring is integral in order for system to work. To implement and monitor our plan we use the continuous improvement model: Can, Do, Plan, Act. We actively monitor instruction and student learning through a review of lesson pans, classroom walk through, data analysis (FSQ,USA, Diagnostics), attendance and participation of PLC's and common planning. The monitoring will be supported by key members of the leadership team: Assistant Principals support by content Single School Culture Coordinator Reading Coach Math Coach Learning Team Facilitator IB Coordinator
Person responsible for monitoring outcome:	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Evidence-based Strategy:	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) 2. Math teachers will collaboratively plan standards-based lessons using Envision, Study Island and Achieve 3000 Math to provide individualized remediation and small group instruction 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) curriculum utilizing Gateway, Blender resources and infuse cooperative learning groups. (Mr. Lawson) 5. All content teachers, CLF's and Academic Tutors will attend PLC's with LTF's to utilize data and plan collaboratively for differentiated instruction, reteach, small group and push-in support to meet student needs. (Ms. Twiggs)

Rationale for Evidence-based Strategy:	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. 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 Steps to Implement

1. Teachers will plan during common planning with Academic Tutors, CLF's. (Golphin, Lawson, Slydell, Tabuteau,Twiggs)
2. Provide professional development opportunities and coaching for all teachers to enhance instructional practices in the classroom. (Twiggs, McKinney, Deleonardo, Succes)
3. Analyze assessment data (FSQ/USA/)and (PBPA) and unpack standards during PLC with LTF's and SSCC to plan for small group ,reteach instruction and tutorial. (Twiggs, Brown, Bryant)
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,Golphin)
6. CLF and ESE support staff push in to provide instructional support for students. (Shaw, Robinson, Tate)
7. Promote student achievement through academic celebrations and incentives. (Golphin,Shaw, Twiggs, White)
8. Monitor for effectiveness through walk-through's, observations, lesson plans, PLC notes and data reports. (Golphin, Lawson, Slydell, Tabuteau, Twiggs).

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 103 out of 505 , low when compared to all high schools statewide. We reported 1.6 incidents per 100 students. This was for a total enrollment of 881, with 14 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents we ranked Statewide 306/505, County 15/28 and 1.14 per 100 students.. Our issues fall under fighting, bullying and threats with a total of 10 incidents. We rated very low for property incidents, we ranked Statewide 1/505, County 1/28 and 0.0 per 100 students with a total of zero incidents. We rate very low for Drug/ Property we ranked Statewide 50/505, County 3/28 and 0.45 per 100 students with a total of 4 incidents. Our total reported suspensions ranked middle. We had 29 In school suspensions and 73 out of school suspensions with a total of 102 suspensions.
Our school promotes a Single School Culture by implementing a universal guidelines of academic success and SwPBS. We monitor SwPBS data and provide PRIDE lessons and a corrective discipline plan. 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.

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.

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. 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 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, antibullying 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 Initiative - School-wide students are taught WICOR strategies and Cornell note-taking in grades 6-12. Professional development is provided for administration, teachers and tutors to help support student achievement. 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.

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

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00