Pahokee Middle Senior High

2022-23 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: 8/10/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: C (47%) 2017-18: C (45%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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 that all learners reach their highest potential to succeed in a global economy.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		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 8/10/2018, Dwayne Dennard

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

27

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

848

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	122	169	120	121	112	98	102	844
Attendance below 90 percent	0	0	0	0	0	0	46	9	8	14	16	8	13	114
One or more suspensions	0	0	0	0	0	0	20	47	24	32	18	6	3	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	46	19	6	71
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	13	12	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	52	56	38	35	36	24	34	275
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	76	68	45	46	47	5	11	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	52	56	38	35	36	24	34	275
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	78	53	35	37	51	26	21	301

Using current year data, complete the table below with the number of students identified as being "retained.":

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	24	61	15	27	23	20	17	187
Students retained two or more times	0	0	0	0	0	0	2	7	0	1	2	4	6	22

Date this data was collected or last updated

Friday 9/2/2022

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	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

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	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
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Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	41	31	42	45	43	15	256

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	55%	51%				36%	57%	56%
ELA Learning Gains	46%						48%	51%	51%
ELA Lowest 25th Percentile	39%						41%	43%	42%
Math Achievement	38%	42%	38%				28%	54%	51%
Math Learning Gains	55%						34%	45%	48%
Math Lowest 25th Percentile	57%						40%	43%	45%
Science Achievement	35%	43%	40%				39%	73%	68%
Social Studies Achievement	52%	53%	48%				49%	74%	73%

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	2022					
	2019	30%	58%	-28%	54%	-24%
Cohort Comparison						
07	2022					
	2019	31%	53%	-22%	52%	-21%
Cohort Comparison		-30%				
08	2022					
	2019	40%	58%	-18%	56%	-16%
Cohort Comparison		-31%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	18%	60%	-42%	55%	-37%
Cohort Comparison						
07	2022					
	2019	20%	35%	-15%	54%	-34%
Cohort Comparison		-18%				
08	2022					
	2019	27%	64%	-37%	46%	-19%
Cohort Comparison		-20%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	25%	51%	-26%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	69%	-23%	67%	-21%

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	72%	-27%	71%	-26%

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	69%	-23%	70%	-24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	64%	-21%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	60%	-36%	57%	-33%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	45	44	35	48	45	17	28		96	42
ELL	33	46	52	39	60	76	27	46			
BLK	28	41	34	30	50	53	25	43	52	98	42
HSP	51	54	48	52	66	73	52	65	75	100	77
WHT	25	50		20							
FRL	36	46	39	38	55	58	35	52	66	99	57
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						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	623
Total Components for the Federal Index	12
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	45
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	62

Hispanic Students	
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 FY22 and FY 21 FSA data there was an increase in all subgroups in ELA, Math and Social Studies. The Science data showed that there is a significant need for improvement as this content area has consistently scored below over the past three years in comparison to our school goal of 35%. ELA and Math had an overall increase in all sub groups in comparison to previous year (FY21).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After reviewing the EWS data for both FY21 and FY22, the areas of concern for our school are:
Science data reflects a decrease in the following subgroups: SWD decreased by 50%; ELL decreased

by 6% and BLK decreased by 3%.
Social Studies data reflects our SWD subgroup decreased by 2%.

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

Science and Social Studies - The contributing factor is that teachers had difficulty with implementing strategies to support our ELL/SWD/BLK student population. The focus will be to increase student learning by targeting and monitoring the data for these students. Instruction will be provided through the use of a variety of strategies, labs, differentiated instruction, interactive technology, small group and tutorial. There will be an increased focus on standards-based and scaffolding of instruction.
New action to be addressed to improve in these areas would be to:
Monitoring will be divided between two Assistant Principals (1 on the Middle school and 1 on the High school campus).
Provide push in support from ELL and ESE support staff in Science and Social Studies.
We will loop teachers with their students in Science.
We will increase teacher support by incorporating resources and assistance from District support personnel.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of progress monitoring our FY 22 data shows improvement in ELA, Math and Social Studies. The subject that had the greatest improvement is Math. The data reflects the growth in each area: Math grades 6-8 increased by 32%, Algebra 1 increased by 36% and Geometry increased by 19%. ELA grades 6-10 increased by 12%. Social Studies increased by 27% (Civics 12% and U.S. History 15%)

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

Contributing factors for improvement consisted of implementation of differentiated instruction and intentional planning through PLC and common planning. The new actions that were taken consists of being a part of Project/IGNITE grant that aligned the work that was done during PLC with an intentional common planning schedule. In ELA and Math for grades 6-8 the teachers were provided with differentiated instruction training and implemented the model focusing on small group instruction. During PLC the teachers analyzed the data and created a remediation plan that incorporated the Intensive teachers and Academic tutors. Algebra 1 level 2 students were doubled blocked to receive additional instruction. In Civics we continued with introducing 6th grade students to Civics during the 4th nine weeks to expose them to standards and content. In U.S. History we created a review pacing calendar for each Unit and focused on the standards as the learning targets.

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

To accelerate learning we will implement school wide AVID strategies, aggressive monitoring, think-pair-share, focus on guided practice, and timing of Independent/group practice. 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 instruction (whole group & small group) for students.
1. Math (6-8) To increase student learning the regular and Intensive teachers will continue analyze data and common plan to align instruction and small group support. To help with building student skills teachers will utilize IXL math based on the individual student need.
2. ELA (grades 6-10)To increase learning in ELA and Reading teachers will meet weekly with SSCC during PLC to analyze data from FSQ's and USA's and plan for standards based differentiated instruction. We will implement a double down strategy to increase student learning through small group

in the ELA and Intensive classes.
3. Civics/U.S. History - 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.
4. Science - To increase the passing rate on the 8th grade science and Biology meet weekly with SSCC and LTF to plan instruction that is aligned to the Unit and standards of instruction.

Tutorial - In school and after school tutorial will be provided for all students in all content areas based on the areas of improvement from 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 instructional capacity and accelerate student learning our focus for professional development will
be centered around the use of AVID strategies, differentiated instruction and small group. Professional development will be provided for all teachers on the use of AVID strategies and differentiated instruction. Teachers will be provided follow up support with implementation, instructional support and coaching from the SSCC, AVID Coordinator and Coaches.

To improve in classroom management, effective parent communication and support for new teachers professional development will be provide through our on site professional development team and 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on standards-based and differentiated instruction to increase student learning in Science then we will increase academic achievement and ensure alignment with the Districts Strategic Plan: Academic Excellence and Growth - Objective #1: Ensure all students engage in teaching and learning that results in academic excellence. The rationale for this area of focus is based on our school data in 8th grade Science and Biology. In 8th grade Science we have historically scored below 30% on the State assessment. In Biology the past two years have been below 50% on the EOC assessments. Our goal is to ensure that best practices are utilized the science classes and our students are provided instruction that meets the rigor of the standard.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our measurable goal is to increase our Science proficiency on the state assessment in 8th grade from 28% to 40% and Biology from 43% to 50%, Our goal for ELL an SWD is to increase proficiency scores within these subgroups by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The monitoring will be supported by key members of the leadership team: Assistant Principals support by content Single School Culture Coordinator Learning Team Facilitator IB Coordinator
Person responsible for monitoring outcome:	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. The Professional Learning Communities will create, implement and track instructional strategies to increase science capacity across the curriculum. 2. Progress monitoring using student data chats as a means to track and monitor their individual progress and success. 3. Use AVID note-taking and WICOR strategies. 4. Loop the Teacher and students to increase current knowledge of student learning and prepare them for the next grade.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Professional learning communities allow teachers the time to collaborate together and do intentional planning to increase student engagement and learning. 2. Monitoring student data provides teachers and students with information on how the student is progressing on standards and in class. 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. Research states that students with repeat teachers perform better on achievement tests.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze assessment data (NGSQ/USA/) and unpack standards during PLC with LTF's and SSCC to plan for small group ,reteach instruction and tutorial. (Twiggs, Brown)

2. Teachers will plan during common planning with Academic Tutors, CLF's. (Lawson, Slydell, Twiggs)

3. Conduct tutorials/labs after school for students.(Twiggs,Lawson, Slydell)

4. CLF and ESE support staff push in to provide instructional support for students. (Slydell, Shaw, Robinson, Tate)

5. Promote student achievement through academic celebrations and incentives.
(Slydell, Lawson, Shaw, Twiggs, Mullins)

6. Monitor for effectiveness through walk-through's, observations, lesson plans, PLC notes and data reports. (Lawson, Slydell,Twiggs).

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

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based and differentiated instruction to increase student learning by diving deep into B.E.S.T standards in ELA and Math then we will increase academic achievement and ensure alignment with the Districts Strategic Plan: Academic Excellence and Growth - Objective #1: Ensure all students engage in teaching and learning that results in academic excellence. The rationale for this area of focus is based on our school data in ELA and Math which is 15% below the school's goal of 50%. Also, in each content the focus is on teaching new standards to increase student learning in these areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year our measurable goal is to have our teachers increase student proficiency using the new BEST standards in ELA and Math from 36% to 50% . Our goal for ELL an SWD students is to increase proficiency scores within these subgroups by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be done by Instructional Leadership Team: Assistant Principal for each content Single School Culture Coordinator Learning Team Facilitators Reading Coach Math Coach
Person responsible for monitoring outcome:	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Ensuring that our curriculum is aligned to the BEST standards and following District scope and sequence on Blender. 2. ELA and ELL teachers will utilize evidence based close reading strategies ,Study Sync and No Red Ink to enhance students reading and writing skills. (Golphin, Twiggs) 3. Reading teachers will collaboratively plan standards-based lessons using Teengagement, Reading Plus and No RedInk to provide individualized remediation and small group. (Golphin, Twiggs) 4. Math teachers will collaboratively plan standards-based lessons using Envision, IXL and Achieve 3000 Math to provide individualized remediation and small group instruction for students. (Tabuteau, Succes) 5. Teachers will provide student with opportunities to utilize AVID note taking , WICOR strategies and cooperative learning groups. (Slydell, Maddox, Twiggs) 6. All CLF's and Academic Tutors will attend PLC's with teachers to plan collaboratively for differentiated instruction, small group and push-in support to meet student needs. (Ms. Twiggs)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1.We will utilize the Implementation Guides for Math and for ELA based Strategy: to align our core content to the new BEST standards. 2.This strategy will help students with comprehension and sourcing/citing information from the text to incorporate in their writing. 3. The implementation of focused curriculum will enable teachers to help with scaffolding and small group instruction for all students. 4.These resources provide significantly more practice questions for students and provide more assessments for teachers to collect data for planning and reteach.

5. 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..

6. Utilizing data and collaborative planning 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. On-going professional development to analyze changes to the standards aligned our curriculum to the BEST standards, and stacking the standards for effective instruction.(Twiggs)

2. Teachers will plan during common planning with Academic Tutors, CLF's. (Golphin, Tabuteau)

3. Analyze assessment data (FSQ/USA/) and unpack standards during PLC with SSCC/LTF to plan for instruction ,reteach action plan and tutorial. (Twiggs, Brown, Bryant)

4. ELA, Reading and Math teachers will plan and lead PLC focused on differentiated instruction and small group with Project IGNITE. (Twiggs, Hernandez)

5. . Monitor for effectiveness through walk-through's, observations, lesson plans, PLC notes and data reports. (Golphin,Tabuteau, Twiggs).

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, CNA Stakeholder meetings, SAC meetings, Academy meetings (AVID,IB/MYP, Robotics, Civil Air Patrol). 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.

PMHS integrates a positive School Culture sharing universal guidelines for academic success through; structured lessons, anti-bullying campaigns, communicating with parents and monitoring student behavior. We implement
initiatives such as SwPBS and student achievement incentives to foster a safe academic environment for students.

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 School-wide Initiative - This initiative is designed to prepare students for college and career readiness. Students are taught organization, 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. Professional development is provided for administration, teachers and tutors to help support student achievement.

Civil Air Patrol - The Civil Air Patrol Program is designed to build better citizens, strengthen character, develop leadership, and acquaint cadets with the aerospace concepts to enrich the STEM curriculum with real life experiences in career opportunity exploration. The program consists of three missions: Aerospace Education, Cadet Program, Emergency Services. Upon completion of the CAP program cadets who have specific awards can choose to enlist in the Armed forces with up to two pay grades higher than others without the CAP experience. There are no eligibility criteria required for students applying to this program.

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

Our school Guidance Counselor, 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. Our on campus School Behavioral Health Professional helps students and families by referral to community agencies for individual and/or group counseling.

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.