

The School District of Palm Beach County

Pahokee Middle Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	0

Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

<https://pmsm.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Dennard, Dwayne	Principal	<p>The Principal is the administrative and professional leader of the school and is responsible for engaging faculty, students, parents and the community members in understanding the mission and vision of school's goal for academic success.. The principal develops ,manages and monitors the school operations, budget and the implementation of the Human Resources per the District and State policies. The Principal oversees the execution and monitoring of all strategies and action steps towards the continuous improvement process at the school. The Principal is also responsible for hiring highly qualified teachers and using data to make informed decisions about professional learning, student performance and learning. The principal manages the improvement of student academics with a focus on enhancing teaching and learning. As Principal, Mr. Dennard must reflect on school priorities and focus attention on those that will have the greatest impact on student learning .</p>
Lawson, Brian	Assistant Principal	<p>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. He carries out the duties and responsibilities as designated by the Principal to meet student and school needs for improvement and achievement. Mr. Lawson supports professional learning and collaboration amongst teachers and resource staff focused on content, strategies and instructional practices. Mr. Lawson monitors and support Social Studies instruction by visiting classrooms and providing teachers with feedback to enhance instructional practices.He 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.</p>
Mclemore-Golphin, Earlean	Assistant Principal	<p>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. She carries out the duties and responsibilities as designated by the Principal to meet student and school needs for improvement and achievement. Dr. Golphin supports professional learning and collaboration amongst teachers and resource staff focused on content, strategies and instructional practices. Dr. Golphin monitors and support ELA and Reading instruction by visiting classrooms and providing teachers with feedback to enhance instructional practices.She 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.</p>
Tabuteau, Guy	Assistant Principal	<p>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. He carries out the duties and responsibilities as designated by the Principal to meet student and school needs for improvement and achievement. Mr. Tabuteau supports professional learning and collaboration amongst teachers and resource staff focused on content,</p>

Name	Position Title	Job Duties and Responsibilities
Twiggs, Natasha	Assistant Principal	strategies and instructional practices. Mr. Tabuteau monitors and support Math, ELL/SWD instruction by visiting classrooms and providing teachers with feedback to enhance instructional practices.He 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.
Paniagua, Luis	Administrative Support	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. She carries out the duties and responsibilities as designated by the Principal to meet student and school needs for improvement and achievement. Ms.Twiggs supports professional learning and collaboration amongst teachers and resource staff focused on content, strategies and instructional practices. Ms. Twiggs monitors and support Science instruction by visiting classrooms and providing teachers with feedback to enhance instructional practices.. She 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.
Paniagua, Luis	Administrative Support	Assists with implementation of instructional goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals. The SSCC uses existing data to appropriately diagnose and assess student needs, guides teachers in tailoring instruction to meet the individual needs of students. Designs and implements tutorial programs for 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders in the development of the School Improvement Plan is done by sharing the data through various ways throughout the year. All stakeholders have a part in the informed decisions that are made about improving student achievement.

Principal

The Principal is in charge of ensuring that all aspects of the SIP are executed throughout the school year. He's responsible for making sure the all stakeholders which include faculty, staff, students, parents and community members understand the mission and the vision of the School Improvement Plan (SIP).

Assistant Principal's

The Assistant Principals are responsible for helping the Principal eliminate any barriers that would hinder effective teaching and learning. This involves monitoring instructional practices ,facilitating PLC's, and

supporting student achievement.

Single School Culture Coordinator (SSCC)

The SSCC will continue to provide support in PLC's, instructional leadership and academic improvement of students. To continue with providing an sustaining a positive culture will monitor and lead cultural and social responsiveness with instructional practices. The SSCC also supports all schoolwide initiatives in leading student and teacher incentives and celebrations of academic success.

Instructional Coaches (Reading/Math)

The Instructional Coaches will assist with the implementation of ELA and Math curriculum. The coaches will provide support to all teachers, specifically new teachers, through coaching and modeling of instructional content and strategies. They will attend PLC's and assist teachers with planning for differentiated instruction to meet all student learning needs.

Our Guidance Counselors will also continue to work in partnership with families and the District McKinney Vento liaison to ensure the needs of homeless families are met.

Our Behavior Health Professional and Behavior Coach will continue to support the behavioral and mental health of our students and work with our school counselors and SBT liaison.

Stakeholders (Parents/Community Members) will continue to be supported and informed through parent trainings. These trainings provide our stakeholder with necessary academic support and information as it pertains to portions of the SIP. Our ESOL Coordinator will also host parent trainings to support or ELL and migrant families.

The final step of the SIP process is taken to the School Advisory Committee for approval before it is submitted to the District and State. SAC reviews the SIP and makes recommendations and suggested revisions of the plan. The leadership team takes the revision recommendations and revises the SIP based on the voted on recommendations and resubmits to SAC for approval. Once it is approved the SIP is sent to the District for approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement plan will be monitored by the Principal, Assistant Principal's and SSCC. Data will be monitored through FAST Progress Monitoring, FSQs and USA's, and Reading Plus throughout the school year. The SSCC will review the FSQ/USA data with teachers and coaches during PLC's.

Professional Learning Communities (PLC) and common planning will take place biweekly per grade level and content area for teachers to share best practices and analyze data. Teachers will meet with the SSCC , coaches and content are Assistant Principal to analyze, discuss and modify instruction if needed.

ELL/SWD students will continue to have support through push in and pull out support personnel in ELA and Math. WIDA and FSAA will be used to assess and monitor student proficiency.

The Leadership team plans to monitor the SIP for effective implementation with a focus on ELA, Math, Science and Social Studies overall student data in grades 6-10 as well the demographic subgroups (BLK, WHT, HSP,ESE, & ELL). Data will be monitored for improvement of the following targeted list of students; Level 1-2 and Low 25 for learning gains and increase or maintain proficiency Level 3-5. To

ensure that instructional practices are planned to meet the individual needs of our students. This will be done by having Data Chats with teachers, Data Analysis, Classroom walkthroughs, PLC's and Formative and Summative assessments.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	11	21	6	38
One or more suspensions	0	0	0	0	0	0	49	41	16	106
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	17	8	29
Course failure in Math	0	0	0	0	0	0	51	18	9	78
Level 1 on statewide ELA assessment	0	0	0	0	0	0	57	73	53	183
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	45	29	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	73	53	183

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	65	63	30	158

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	29	62	97
Students retained two or more times	0	0	0	0	0	0	0	2	7	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	46	9	8	114
One or more suspensions	0	0	0	0	0	0	20	47	24	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	56	38	275
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	68	45	298
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	52	56	38	275
	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	78	53	35	301

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	24	61	15	187
Students retained two or more times	0	0	0	0	0	0	2	7	0	22

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	46	9	8	63
One or more suspensions	0	0	0	0	0	0	20	47	24	91
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	52	56	38	146
Level 1 on statewide Math assessment	0	0	0	0	0	0	76	68	45	189
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	52	56	38	146
	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	78	53	35	166

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	24	61	15	100
Students retained two or more times	0	0	0	0	0	0	2	7	0	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	52	50	37	55	51	35		
ELA Learning Gains				46			34		
ELA Lowest 25th Percentile				39			23		
Math Achievement*	36	38	38	38	42	38	25		
Math Learning Gains				55			27		
Math Lowest 25th Percentile				57			35		
Science Achievement*	41	68	64	35	43	40	37		
Social Studies Achievement*	45	67	66	52	53	48	40		
Middle School Acceleration	56			66	46	44	51		
Graduation Rate	100	90	89	99	65	61	98		
College and Career Acceleration	37	71	65	58	69	67	56		
ELP Progress	22	40	45	41			40		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	623
Total Components for the Federal Index	12
Percent Tested	96
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	28	Yes	1	1
AMI				
ASN				
BLK	41			
HSP	54			
MUL				
PAC				
WHT	23	Yes	3	1
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	47			
AMI				
ASN				
BLK	45			
HSP	62			
MUL				
PAC				
WHT	32	Yes	2	
FRL	52			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	31			36			41	45	56	100	37	22
SWD	22			23			31	29		18	6	
ELL	26			33			27	33			5	22
AMI												
ASN												
BLK	24			30			34	37	39	20	7	
HSP	44			48			53	57	66	57	8	10
MUL												
PAC												
WHT	19			27							2	
FRL	31			35			40	45	58	38	8	19

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	46	39	38	55	57	35	52	66	99	58	41
SWD	24	45	44	35	48	45	17	28		96	42	
ELL	33	46	52	39	60	76	27	46				41
AMI												
ASN												
BLK	28	41	34	30	50	53	25	43	52	98	42	
HSP	51	54	48	52	66	73	52	65	75	100	77	29
MUL												
PAC												
WHT	25	50		20								
FRL	36	46	39	38	55	58	35	52	66	99	57	41

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	34	23	25	27	35	37	40	51	98	56	40
SWD	24	33	28	27	35	41	34	30		100	29	
ELL	30	33	33	27	27	33	33	32				40
AMI												
ASN												
BLK	28	29	20	19	26	35	28	36		98	36	
HSP	46	43	31	36	29	33	50	48	56	98	79	32
MUL												
PAC												
WHT	19	43		13	14							
FRL	35	34	23	25	27	36	37	40	51	98	55	40

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	29%	50%	-21%	50%	-21%
07	2023 - Spring	24%	48%	-24%	47%	-23%
08	2023 - Spring	38%	47%	-9%	47%	-9%
09	2023 - Spring	30%	48%	-18%	48%	-18%
06	2023 - Spring	22%	45%	-23%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	54%	-33%	54%	-33%
07	2023 - Spring	39%	36%	3%	48%	-9%
08	2023 - Spring	56%	65%	-9%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	46%	-13%	44%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	48%	-8%	50%	-10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	50%	-14%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	63%	-11%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	65%	-26%	66%	-27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	62%	-6%	63%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

After analyzing data from FAST SY23 data components, we see that ELA had the lowest performance in a variety of areas. The scores for ELA had a decline in comparison to FY22 FSA scores. The largest drop was 17% in 7th and 16% in 10th grade. 6th grade showed a decline of 5.5%. 9th grade showed a decline of 9%. Our 8th grade ELA scores increased 8% . The decline in all of these grades is very concerning when compared to data over the past three years. When looking at our subgroups they performed significantly low as well. BLK- 22%; WHT- 11%; HSP - 41%;ESE - 40% and ELL - 42%. Contributing factors to this decline would be teachers getting acclimated to a new curriculum and due to a teacher shortage we had substitutes in our ELA and Intensive Reading classes.

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

The data components that had the greatest decline from SY22 to SY23 is Civics EOC and ELA . In comparison to SY22 in Civics students scored at 50% and for SY 23 students scored 39% which shows there was an 11% decline in proficiency scores. In ELA overall proficiency scores for grades 6-10 in SY 22 was 42% and in SY 23 students scored 29% which showed a 13% decline. The decline in both areas can be contributes to having substitute teachers in grades 6-7 ELA and Social Studies. The struggle to have a certified teacher in these crucial subjects has had a major hit on our students academic performance.

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.

When looking at the FAST Progress Monitoring data for window 3 we see the following comparison in data between our school and the state.

- ELA grades 6-10 gap between school(28) and state((48) is 20%
- Math grades 6-8 gap between school (39) and state (51) is 12%
- Algebra between school (41) and state (50)is 11%
- Geometry between school (36) and state (63) is 27%
- Science grade 8 gap between school (33) and state (67) is 14%

Biology between school(52) and state (62) is 10%
 Civics between school (38) and state (67) is 29%
 US History between school (56) and state (64) is 8%

This data reflects that as a school we have three areas of concern which are ELA, Geometry and Civics. There are several contributing factors for the low performance in these areas. This school year we had to fill our vacancies in ELA/Int. Reading with substitutes that remained for the whole school year. In Civics we had a new teacher and getting acclimated to teaching, curriculum and behavior played a huge role in the performance of these students. In geometry the teacher attributed the low performance to lack of support and behavioral concerns with students.

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

The data component that showed the most improvement is math. Math increased overall in grades 6-8, 6th grade increased by 2%, 7th grade 4%, 8th grade increased by 25% and this year we had a section of 7thgrade Adv and they scored 100% proficiency of the students tested. The new actions that the math department took was a full implementation of aggressive monitoring. The focus was on the moving the level 2 students. This was done by providing extended independent practice time through our Fundamental Math classes.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing the EWS data for SY23, and to ensure that we put student success at the forefront of our focus the two areas of concern for our school are:

- Level 1 State assessments ELA and Math
- Course failure in ELA and Math

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

1. ELA - Increase achievement growth for all students with a focus on our Subgroups (WHT, SWD and ELL). Students that fall within our ESSA subgroups will specifically be monitored for progress and provided additional support.
2. Civics - Increase achievement growth for all students with a focus on differentiated instruction and small group to support students with retention and remediation of learning.
3. Continue to provide double down model of support in ELA/Math classrooms focusing on the needs of remediation of skills and support for our ESSA subgroups.
4. Professional learning Communities and collaborative planning to focus on data analysis, planning for instruction, and best practices to ensure student growth and achievement.
5. Provide teachers with ongoing professional development to help support and enhance instructional support and build on their pedagogy in order to provide our students with the best instructional practices that led to academic success.

Area of Focus

(Identified key Area of Focus that addresses the school’s highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we analyzed our data from the past two years our White subgroup has performed below 41% in overall student proficiency. This data reveals that there is a significant need for improvement within this subgroup in all content areas.

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 white subgroup proficiency scores by 10% from 32% to 42%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the Principal, Assistant Principal of each content area and Single School Culture Coordinator.

Person responsible for monitoring outcome:

Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will utilize differentiated instruction strategies and small group instruction in all content areas.
2. Tutorial will be provided ESSA identified subgroups
3. Monitoring using student data chats as a means to track and monitor their individual progress and success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Differentiation and small groups help students tailor learning to meet the individual learning needs of the student
2. Tutoring provides remediation of standards to accommodate and help students improve on their academic weaknesses.
3. Monitoring student data provides teachers and students with information on how the student is progressing on standards and in class.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Teachers will plan during common planning and PLC with SSCC.
- Conduct tutorial for ESSA identified subgroups
- Monitor effectiveness of small groups
- Conduct data chats with teachers pertaining to ESSA subgroup

Person Responsible: Guy Tabuteau (guy.tabuteau@palmbeachschools.org)

By When: This will begin after the data is assessed from PM1 and using FSQ/USA data throughout the school year

Conduct tutorial for ESSA-identified subgroups

Choose content expert teachers to lead tutorial programs

Monitor the effectiveness of tutorials

Conduct data chats with teachers pertaining to the ESSA subgroup

Person Responsible: Guy Tabuteau (guy.tabuteau@palmbeachschools.org)

By When: This will begin after the data is assessed from PM1 and using FSQ/USA data throughout the school year

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on benchmark aligned instruction to improve teaching and student learning by diving deep into B.E.S.T standards in ELA, Math, Civics and Science then we will increase academic achievement and ensure alignment with the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Objective A1: Ensure all students engage in teaching and learning that results in academic excellence and Objective A3: Improve equitable participation in programs and resources.

The rationale for this area of focus is based on our data in ELA, Math, Science and Civics which reflects our school scoring and average of 22% below the District and State.

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 2023-2024 school year our measurable goal is to have our teachers increase student proficiency using the B.E.S.T. standards and benchmarks aligned to instruction in ELA, Science, Math, and Civics by 15%. Our goal for our subgroups (SWD, ELL, BLK, WHT, HSP) is to increase proficiency scores in ELA and Math by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be by our Instructional Leadership Team which includes:

The Principal
 Assistant Principal for each content area
 Single School Culture Coordinator
 Learning Team Facilitator
 Instructional Coaches (Reading & Math)
 ELL Coordinator
 ESE Coordinator

Person responsible for monitoring outcome:

Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Ensuring that teachers attend PLC and utilize curriculum that is aligned to the B.E.S.T standards and following District scope and sequence on Blender.(Paniagua)
2. ELA , Intensive Reading and ELL teachers will utilize evidence based close reading strategies and District approved resources (Study Sync, Achieve 3000 Literacy, etc.) to enhance students reading and writing skills.(Golphin, Twiggs, Shaw, Lunford)
3. Civics and Science teachers will collaboratively plan standards-based lessons using District approved resources. (Twiggs, Shaw)
4. Math teachers will collaboratively plan standards-based lessons using District resources, 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. (Golphin, Maddox, Kuras)
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. (Paniagua)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. We will utilize the District resources and standards-based Strategy: to align our core content to the B.E.S.T. standards and benchmarks.
2. This strategy will help students with comprehension and citing information from the text to incorporate in their writing.
3. Implementation of focused curriculum and collaboration will enable teachers to plan instruction and share best practices to increase achievement 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) aids in students' conceptual understanding and an opportunity for students to practice skills and behaviors.
6. Utilizing data and collaborative planning to guide instruction ensures that the teachers are adjusting instructional practices for small group and tutorial that is aligned to the standards and the needs of the students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PLC's/ Professional Development

1. On-going professional development to analyze changes to the standards and curriculum, B.E.S.T. standards and stacking of standards for effective instruction and IB MYP programme.
2. Teachers will attend weekly based on the schedule created by the SSCC and IB Coordinator to include all content area teachers, resource teachers and electives.

Person Responsible: Luis Paniagua (luis.paniagua@palmbeachschools.org)

By When: 1. Professional Development will begin during Preschool August 2023 throughout the school year on PDD days and during PLC's. 2. PLC's will begin by August 28th through the school year.

Incorporation of Small group and Tutorial.

1. Students will be assessed using PM1 and FSQ's and USA's in ELA, Math, Science and Civics. Teachers will use data to plan for differentiated instruction and small groups.
2. Teachers will use data to determine students strengths and weaknesses and organize small groups and rotate groups as the data reflects student needs.
3. Students data from PM1 and PM2 will be used to determine tutorial groups and necessary student support.
4. Training will be provided for all tutors to understand expectations of the program and materials used during tutoring hours.
5. Academic Tutors will provide double down support in ELA and Math Intensive classes and small group pull out.

Person Responsible: Luis Paniagua (luis.paniagua@palmbeachschools.org)

By When: Small group instruction will begin August 2023 - May 2024. Tutorial will begin in January 2024 - April 2024 Academic Tutors will begin in September 2023 - April 2024

Coaching

1. Two Instructional coaches (Reading and Math)
2. Instructional Coaches will develop and implement the coaching cycle to build teachers capacity focusing on the gradual release model, RIM , small group and differentiated instruction.
3. Coaches will assist with standards -based planning ,reviewing data and modeling of instructional practices to help build teacher capacity
4. Coaches will conduct classroom walkthroughs to provide feedback and support to help build teacher capacity

Person Responsible: Natasha Twiggs (natasha.twiggs@palmbeachschools.org)

By When: Coaching will begin in August and remain throughout the school year.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the EWS data from the previous school year there has been an increase in the number of students with suspensions. In school year 2021 2022 there were a total of 19 students with one or more suspensions. In school year 2022-2023 there were a total of 106 students with one or more suspensions. In each grade the number of students increased by more than 50% from the previous school year.

In grades the data is as follows:

Grade SY22 SY23

6 3 49

7 4 41

8 12 16

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our mid-year goal (February) is to decrease the number of students in grades 6-8 students being suspended more than once by 5%

Our end of year goal (May) is to decrease the number of students in grades 6-8 being suspended more than once by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our 6th, 7th and 8th grade level Assistant Principal's will monitor referral data in SIS. They will attend SwPBS meetings to share data and help create incentives that could help behavior.

Administration will work with teachers on the use of Student Code of Conduct, interventions and completing the 2464 form.

Teachers that are struggling with classroom management will get sent to CHAMPs training and support from Admin and coaches to support with management.

Person responsible for monitoring outcome:

Guy Tabuteau (guy.tabuteau@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBS - Utilization of this research based set of strategies are used to increase positive behavior in school and decrease problem behavior by teaching new skills and making changes in the child's environment. SwPBS fosters a positive school culture with structured lessons, anti bullying campaigns and monitor student behavior.

School Based Team (SBT) - This team helps meet the emotional, academic and behavioral needs of students. The team will review the referral to understand the needs of the child and discuss the strengths, behavior and academic concerns of the student. A plan will be created to monitor and implement interventions with accountability measures.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A SwPBS program implemented with fidelity is a way to decrease problematic behavior by encouraging students to act and respond in a positive way and rewarding them with incentives. SBT is an intervention that works because it is a collaborative between the school, parent and student to help improve student behavior and academic outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a new PBS team for SY24 by inviting teachers to join through email, once team has been created roles will be assigned and meeting schedule will be set up. PBS team will meet monthly for an hour to analyze behavior data and student incentives that will be implemented.

SBT team will meet weekly to review student referral request and create academic and behavior plans as needed.

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

By When: This begins in August 2023 and ends in May 2024

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District Strategic Plan our school ensures all students receive equal access to the pillars of effective instruction. Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards and content required by Florida Statute 1003.42 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.

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

By When: This begins in August 2023 and ends in May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5 year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The

training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations for Pahokee Middle Senior High School are:

1. Resource teachers (Reading and Math) to support student learning in a small class size setting. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
2. Academic tutors will support our double down instruction in Math and Reading by providing additional push in and pull out small group instruction for students.
3. Professional Learning Communities (PLC) will ensure teachers meet collaboratively to analyze data, plan and share best practices.
4. Professional development for teachers to engage in focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics and Math skills and support student mastery of the Florida B.E.S.T. standards. Provide support for literacy across the content areas, support social emotion growth through the resources found in the Skills for Learning & life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and business provide additional resources and services to support our students and families with a focus on health, wellness and academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title I Website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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.

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

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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.

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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A