
Title I Comprehensive Schoolwide Plan
PAHOKEE ELEMENTARY SCHOOL (1101)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to the data, our top priorities are to improve reading proficiency . Based on data from FY23 PM 2 FAST winter diagnostic, 75% of our students are not performing on grade level.

2. List the root causes for the needs assessment statements you prioritized.

Based on the data some of the root causes for our top priorities on our needs assessment are: *Teachers not fully understanding the standards (New Benchmark Standards) * Teachers do not possess the capacity to facilitate collaboration and planning time effectively * Teachers not taking ownership of their professional growth * As a school, we have not created a culture that fosters a love of reading * Students are experiencing major gaps in foundational knowledge & skills * A large number of our students need tiered support * Parents lack the strategies to assist students in ELA at home * Students are not familiar with utilizing technology for assessing

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are: * More professional development and professional learning team meetings focusing on identifying and disseminating best practices in an effort to eliminate ineffective practices * Update classroom libraries *Initiate programs that promote a love of reading (book clubs, reading picnics, literacy week, reading fair, etc.) * Provide opportunities for tutoring for struggling students * Small group enrichment pull out for our higher students * Creating a more structured system of professional development, by providing evidence of the transference of knowledge to classroom instruction. * Provide a menu of trainings for parents to select from (parents are able to select trainings that are specific to their needs) * Offer hybrid trainings for parents * Adding technology (computer classes) to the fine arts wheel *Schoolwide reading fair

4. How will school strengthen the PFEP to support ELA?

Facebook Twitter Instagram Classroom Dojo Flyers Robo Calls/emails Newsletters

- **Parent Training**

*Parent Learning Academy * Offer hybrid ELA trainings for parents * Multiple offerings of the same training

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

To strengthen the compact to support ELA as a school we will: -Provide more trainings, parent chats and correspondence to help parents to understand the ELA standards and strategies. -Provide more standards based support through small group and pull out instruction. We will also provide more afterschool tutoring. -Continue with the Parent Learning Academies addressing ELA strategies that parents can use at home.

- **Students**

To strengthen the School-Parent Compact to support ELA students will: - Actively participate in class discussions - Be fully engaged in small group instruction - Ensure that correspondences between the school and home are delivered - Consistently attend afterschool tutorials - Consistently read Just Right Books - Consistently utilize the skills and strategies taught during daily instruction.

- **Parents**

To strengthen the School-Parent Compact to support ELA parents will: - Support ALL school academic initiatives - Monitor home reading - Attend and participate in ELA parent trainings - Ensure that students are present and on time for school daily

- **Staff Training**

Hire an additional school-based Single School Culture Coordinator dedicated to providing tiered trainings and support based on needs to assist in developing our K-2nd grade teachers (build capacity). This SPECIALIST will: - Facilitate the unpacking of the new content standards -Facilitate standards-based planning -Model standards-based instruction -Facilitate peer-coaching -Facilitate lesson studies -Disaggregate data Provide staff with training on how to have meaningful and relevant conversations about data with parents. Parents will in turn be able to help their children in area of ELA at home.

- **Accessibility**

Our school has ramps for parents and community members with physical restrictions and will host virtual meetings and recordings for parents who are unable to physically attend. Our school works with the McKinney Vento department to assist our homeless population and with the Migrant department to help those families in need.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to the data, our top priorities are to improve math proficiency in ALL grades. Based on data from our FY23 FAST Math PM 2 data, 78% of our students are currently NOT proficient.

2. List the root causes for the needs assessment statements you prioritized.

Based on the data some of the root causes for our top priorities on our needs assessment are: *Teachers not fully understanding the standards (New B.E.S.T. Standards) * Teachers do not possess the capacity to facilitate collaboration and planning time effectively * Teachers not taking ownership of their professional growth * Students are experiencing major gaps in foundational knowledge & skills (Basic facts & number sense) * A large number of our students need tiered support * Parents lack the strategies to assist students in MATH at home * Students are not familiar with utilizing technology for assessing

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are: * More professional development and Professional learning team meeting focusing on identifying and disseminating best practices in an effort to eliminate ineffective practices * Provide opportunities for tutoring for struggling students * Small group enrichment pull outs for our higher students * Creating a more structured system of professional development, by providing evidence of the transference of knowledge to classroom instruction. * Provide a menu of trainings for parents to select from (parents are able to select trainings that are specific to their needs) * Offer hybrid trainings for parents * Adding technology (computer classes) to the fine arts wheel *Schoolwide math fair

4. How will school strengthen the PFEP to support Math?

- Communication

Facebook Twitter Classroom Dojo Flyers Robo Calls/emails Newsletters

- Parent Training

Math Parent Learning Academies * Offer hybrid Math trainings for parents *Multiple offerings of the various math trainings throughout the school year

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

To strengthen the compact to support MATH as a school we will: -Provide more trainings, parent chats and correspondence to help parents to understand the MATH standards and strategies. -Provide more standards-based support through small group and pull out instruction. We will also provide more afterschool tutoring. -Continue with the Parent Learning Academies addressing MATH strategies that parents can use at home

- Students

To strengthen the School-Parent Compact to support MATH students will: - Actively participate in class discussions - Be fully engaged in small group instruction - Ensure that correspondences between the school and home are delivered - Consistently attend afterschool tutorials

- Parents

To strengthen the School-Parent Compact to support MATH parents will: - Support ALL school academic initiatives - Attend and participate in MATH parent trainings - Ensure that students are present and on time for daily instruction

- **Staff Training**

Hire an additional school-based Single School Culture Coordinator dedicated to providing tiered trainings and support based on needs to assist in developing our K-2nd grade teachers (build capacity). This SPECIALIST will: - Facilitate the unpacking of the new content standards -Facilitate standards-based planning -Model standards-based instruction -Facilitate peer-coaching -Facilitate lesson studies -Disaggregate MATH data Provide staff with training on how to teach parents to use every day experiences (grocery shopping, schedules, identifying patterns, sequencing, etc.), to explore math.

- **Accessibility**

Our school has ramps for parents and community members with physical restrictions and will host virtual meetings and recordings for parents who are unable to physically attend. Our school works with the McKinney Vento department to assist our homeless population and with the Migrant department to help those families in need.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on data from FY23 FSAT PM 2, 57% of our students are not performing on grade level in Science.

2. List the root causes for the needs assessment statements you prioritized.

Based on the data, some of the root causes for our top priorities on our needs assessment are: *Teachers not fully teaching to the depths of the standards * Teachers do not possess the capacity to facilitate collaboration and planning time effectively * Teachers DO not take ownership of their professional growth * Teachers are not consistently providing opportunities for hands-on science investigations across grade levels * As a school, we have not created a culture that fosters a love of Science across all grade levels * Students are experiencing major gaps in foundational science concepts (Nature of Science) * Parents lack the strategies to assist students in Science at home

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are: * More professional development and Professional learning team meeting focusing on identifying and disseminating best practices in an effort to eliminate ineffective practices * Provide opportunities for tutoring for struggling students * Small group enrichment pull out for our higher students * Creating a more structured system of professional development, by providing evidence of the transference of knowledge to classroom instruction. * Provide a menu of trainings for parents to select from (parents are able to select trainings that are specific to their needs) * Offer hybrid trainings for parents *Schoolwide science fair

4. How will school strengthen the PFEP to support Science?

• Communication

Facebook Instagram Twitter Classroom Dojo Flyers Robo Calls/emails Newsletters

• Parent Training

Science Parent Learning Academies Virtual Technology Night - Teach parents how to integrate science and technology at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

To strengthen the compact to support SCIENCE as a school we will: -Provide more trainings, parent chats and correspondence to help parents to understand the SCIENCE standards and strategies (K-5th). -Provide more standards-based support through small group and pull out instruction. We will also provide more afterschool tutoring. -Continue with the Parent Learning Academies addressing SCIENCE strategies that parents can use at home

• Students

To strengthen the School-Parent Compact to support SCIENCE students will: - Actively participate in class discussions - Be fully engaged in small group instruction - Ensure that correspondences between the school and home are delivered - Consistently attend afterschool/summer SCIENCE camps/tutorials

- **Parents**

To strengthen the School-Parent Compact to support SCIENCE parents will: - Support ALL school academic initiatives - Monitor nonfiction home reading - Attend and participate in SCIENCE parent trainings - Ensure that students are present and on time for school daily

- **Staff Training**

Hire an additional school-based Single School Culture Coordinator dedicated to providing tiered trainings and support based on needs to assist in developing our K-2nd grade teachers (build capacity). This SPECIALIST will: - Facilitate the unpacking of the new content standards -Facilitate standards-based planning -Model standards-based instruction -Facilitate peer-coaching -Facilitate lesson studies -Disaggregate data

- **Accessibility**

Our school has ramps for parents and community members with physical restrictions and will host virtual meetings and recordings for parents who are unable to physically attend. Our school works with the McKinney Vento department to assist our homeless population and with the Migrant department to help those families in need.

Action Step: Classroom Instruction

Academic supports will plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide targeted intervention for students identified using various data sources such as FSA, diagnostics, iReady, RRR, SRI, and modeling of instruction.

Budget Total: \$56,280.33

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Afterschool - Math 3rd, 4th and 5th (January 2024)	6	\$37.00	4	1.5	4	Certified	Original	\$5,328.00
	Afterschool - ELA 4th and 5th (January 2024)	6	\$37.00	4	1.5	4	Certified	Original	\$5,328.00
	Afterschool - Science 4th & 5th (January 2024)	2	\$37.00	4	1.5	8	Certified	Original	\$3,552.00
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	During School- Push In/Pull Out Math, ELA & Science Grades 3-5 (Starting December 2023) Students will be identified by formative FAST/PM1 data in the fall.	3	\$15.00	5	7	14	Non-Certified	Original	\$22,050.00
Charter bus	Item	Quantity			Rate		Type		Total
	Charter buses for field trips to Cox Science Center	3			\$800.00		Original		\$2,400.00
Field trip admissions	Item	Quantity				Rate	Type		Total
	Cox Science Museum/Planetarium - Grades 3-4 to supplement the science instruction on planets, solar system	110				\$22.00	Original		\$2,420.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper Case	66	\$44.61	General Supplies	Original	\$2,944.22
	White board markers	16	\$6.52	General Supplies	Original	\$104.32
	Pens (12pk)	20	\$8.35	General Supplies	Original	\$167.00
	Boxes presharpended pencils for students for learning (office depot)	100	\$8.01	General Supplies	Original	\$801.00
	Folders Poly (4 PK)	100	\$2.90	General Supplies	Original	\$290.00
	Astrobright Cardstock - ream	15	\$15.37	General Supplies	Original	\$230.55
	Binders 3 inch	60	\$7.32	General Supplies	Original	\$439.20
	Clip Boards (pack of 10)	10	\$30.00	General Supplies	Original	\$300.00

Action Step: Parent Engagement

The Parent Liaison is used to bridge the gap between the school and the community through parent training and community functions. The parent liaison's focus is to implement parent engagement programs and trainings that will assist families in improving reading, math and science proficiency for students.

Budget Total: **\$40,092.31**

Acct Description	Description																																																																		
Parent Liaison - Para Level	Parent Liaison will provide parent trainings and resources that will build capacity to support academics and social well-being.																																																																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="462 435 1092 516">Item</th> <th data-bbox="1092 435 1276 516">Quantity</th> <th data-bbox="1276 435 1423 516">Rate</th> <th data-bbox="1423 435 1717 516">Supply Type</th> <th data-bbox="1717 435 1869 516">Type</th> <th data-bbox="1869 435 2032 516">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="462 516 1092 592">Student White board - parent meetings</td> <td data-bbox="1092 516 1276 592">40</td> <td data-bbox="1276 516 1423 592">\$50.15</td> <td data-bbox="1423 516 1717 592">General Supplies</td> <td data-bbox="1717 516 1869 592">Original</td> <td data-bbox="1869 516 2032 592">\$2,006.00</td> </tr> <tr> <td data-bbox="462 592 1092 669">Astrobright Cardstock - ream</td> <td data-bbox="1092 592 1276 669">10</td> <td data-bbox="1276 592 1423 669">\$15.37</td> <td data-bbox="1423 592 1717 669">General Supplies</td> <td data-bbox="1717 592 1869 669">Original</td> <td data-bbox="1869 592 2032 669">\$153.70</td> </tr> <tr> <td data-bbox="462 669 1092 745">White board markers</td> <td data-bbox="1092 669 1276 745">10</td> <td data-bbox="1276 669 1423 745">\$6.52</td> <td data-bbox="1423 669 1717 745">General Supplies</td> <td data-bbox="1717 669 1869 745">Original</td> <td data-bbox="1869 669 2032 745">\$65.20</td> </tr> <tr> <td data-bbox="462 745 1092 821">Pens (12pk)</td> <td data-bbox="1092 745 1276 821">5</td> <td data-bbox="1276 745 1423 821">\$8.35</td> <td data-bbox="1423 745 1717 821">General Supplies</td> <td data-bbox="1717 745 1869 821">Original</td> <td data-bbox="1869 745 2032 821">\$41.75</td> </tr> <tr> <td data-bbox="462 821 1092 898">Pencils (144 ct)</td> <td data-bbox="1092 821 1276 898">10</td> <td data-bbox="1276 821 1423 898">\$10.12</td> <td data-bbox="1423 821 1717 898">General Supplies</td> <td data-bbox="1717 821 1869 898">Original</td> <td data-bbox="1869 821 2032 898">\$101.20</td> </tr> <tr> <td data-bbox="462 898 1092 974">Copy Paper - case</td> <td data-bbox="1092 898 1276 974">5</td> <td data-bbox="1276 898 1423 974">\$44.61</td> <td data-bbox="1423 898 1717 974">General Supplies</td> <td data-bbox="1717 898 1869 974">Original</td> <td data-bbox="1869 898 2032 974">\$223.05</td> </tr> <tr> <td data-bbox="462 974 1092 1050">Chart Paper 2 pack post-it office depot</td> <td data-bbox="1092 974 1276 1050">5</td> <td data-bbox="1276 974 1423 1050">\$34.69</td> <td data-bbox="1423 974 1717 1050">General Supplies</td> <td data-bbox="1717 974 1869 1050">Original</td> <td data-bbox="1869 974 2032 1050">\$173.45</td> </tr> <tr> <td data-bbox="462 1050 1092 1127">color ink lexmark</td> <td data-bbox="1092 1050 1276 1127">4</td> <td data-bbox="1276 1050 1423 1127">\$83.99</td> <td data-bbox="1423 1050 1717 1127">Technology</td> <td data-bbox="1717 1050 1869 1127">Original</td> <td data-bbox="1869 1050 2032 1127">\$335.96</td> </tr> <tr> <td data-bbox="462 1127 1092 1193">Chart markers</td> <td data-bbox="1092 1127 1276 1193">5</td> <td data-bbox="1276 1127 1423 1193">\$7.00</td> <td data-bbox="1423 1127 1717 1193">General Supplies</td> <td data-bbox="1717 1127 1869 1193">Original</td> <td data-bbox="1869 1127 2032 1193">\$35.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Student White board - parent meetings	40	\$50.15	General Supplies	Original	\$2,006.00	Astrobright Cardstock - ream	10	\$15.37	General Supplies	Original	\$153.70	White board markers	10	\$6.52	General Supplies	Original	\$65.20	Pens (12pk)	5	\$8.35	General Supplies	Original	\$41.75	Pencils (144 ct)	10	\$10.12	General Supplies	Original	\$101.20	Copy Paper - case	5	\$44.61	General Supplies	Original	\$223.05	Chart Paper 2 pack post-it office depot	5	\$34.69	General Supplies	Original	\$173.45	color ink lexmark	4	\$83.99	Technology	Original	\$335.96	Chart markers	5	\$7.00	General Supplies	Original	\$35.00						
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Action Step: Professional Development

The Single School Culture Coordinator will provide PLC support to teachers through coaching, on-going professional development that focuses on building teachers' capacity in analyzing achievement data effectively, and sharing best practice in instructional delivery and assessment.

Budget Total: \$101,753.86

Acct Description	Description											
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="464 305 1461 391">Item</th> <th data-bbox="1461 305 1612 391">Quantity</th> <th data-bbox="1612 305 1770 391">Rate</th> <th data-bbox="1770 305 1902 391">Type</th> <th data-bbox="1902 305 2020 391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
Florida International Baccalaureate Schools (FLIBS) - IB coordinator and Principal will attend a Heads of Schools professional development that teaches program development and strategies to help incorporate Florida standards with IB curriculum. September/December in St Pete. \$975 - registration, \$200 - transportation, \$1152 Lodging, \$144 per diem (per person)	2	\$2,471.00	Original	\$4,942.00								
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze data during professional learning communities meetings, model best practices and strategies, and as plan and deliver professional development activities build the capacity of all teachers in Math and Social Studies in grades K-5.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 865 1150 951">Item</th> <th data-bbox="1150 865 1318 951">Quantity</th> <th data-bbox="1318 865 1461 951">Rate</th> <th data-bbox="1461 865 1751 951">Supply Type</th> <th data-bbox="1751 865 1902 951">Type</th> <th data-bbox="1902 865 2020 951">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Copy paper - case	10	\$44.61	General Supplies	Original	\$446.10						
	Astro bright paper assorted colors per case	10	\$34.81	General Supplies	Original	\$348.10						
	Manilla Folders	10	\$5.10	General Supplies	Original	\$51.00						
	Sharpie Markers	10	\$8.97	General Supplies	Original	\$89.70						
	Binder Poly Envelopes (5pk)	10	\$4.22	General Supplies	Original	\$42.20						
	Binder 1 Inch View (6 Pack)	10	\$16.49	General Supplies	Original	\$164.90						
	Construction Paper	10	\$1.19	General Supplies	Original	\$11.90						
Chart markers	5	\$7.00	General Supplies	Original	\$35.00							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Color Ink Lexmark	4	\$83.99	Technology	Original	\$335.96

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The mission of Pahokee IB World School is to facilitate the development of life-long learners and competitive global thinkers through high expectations for all in a safe and nurturing environment. Our school recognizes the importance of forming strong partnerships with parents, families, and community members to positively impact the students in our school. Therefore, we strive to build relationships to create purposeful family engagement for every child, family, and teacher every day.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr. Karen Abrams	Principal
Syrenthia Boldin	Assistant Principal
Tamara Dowdell	SAC Chair
Tarchur Tomlin	Parent Liaison
Eureka Baity	SSCC
Cassandra Moreland	Magnet Coordinator
Karen Eure	AVID Coordinator/ESE Teacher

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

When selecting members for this group, we elected to include representatives from the school's administrative staff, teachers, parents, and community leaders. The process for choosing these members involved nominations from peers and volunteers from interested parties. All stakeholders and all demographics are welcome. Our committee reflects the demographics at Pahokee ES.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

To jointly involve Stakeholders in developing the Schoolwide Plan, we will receive input from stakeholders through SAC Meetings held on the 1st Wednesday of every month. Meetings are from 5:30pm- 6:30pm. During SAC meetings, stakeholders will have a chance to give their input on the SWP. The feedback provided will be recorded and or documented to use in further developing the SWP.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During SAC meetings, stakeholders provided input on how Title I funds should be utilized to support parent and family engagement. Stakeholders decided that more Title I funds should be allocated for Parent Training and Supplies. Parents expressed a desire to walk away with materials that could be used at home to help support academic learning.

Name	Title
Dr. Karen Abrams	Principal
Syrenthia Boldin	Assistant Principal
Tomlin, Tarchur	Parent Liaison

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Title I Annual Parent Meeting will be held in the school's cafeteria on October 4, 2023, from 4:30 pm -5:30 pm.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Teachers, parents and the community stakeholders will be notified of the Annual Meeting in English, Spanish and Creole via the following ways: - School Marquee - Call outs - Notices sent home to parents - Flyers (Invitations) -Class Dojo -Reminders in student planners

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

FY 23-24 School Compact FY 23-24 Parent and Family Engagement Plan PowerPoint (CLF will be on hand to provide translation for our Spanish speaking families) Agenda (English/Spanish) Sign-In Sheets (English/Spanish)

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Creating a Welcoming School Climate

- What specific strategy, skill or program will staff learn to implement with families?

During this training, teachers will learn strategies on how to create a school environment in which our families feel welcomed and valued as a part of our school community.

- What is the expected impact of this training on family engagement?

The expected impact of this training on family engagement is increased participation during school-sponsored events (PLA, SAC, Trimester award programs, etc.).

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit the following: - Parent surveys -Parent-teacher conference notes

- Month of Training

September 2023

- Responsible Person(s)

Syrenthia Boldin

2. Reflection/Evaluation of Training #1

- Name and Brief Description

n/a

- Number of Participants

n/a

- What were teachers able to do as a result of the training?

n/a

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training

n/a

- What improvements would be made and what steps will you implement to make the training more effective

n/a

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Promoting Family Engagement: Helping Staff Communicate With Families

- What specific strategy, skill or program will staff learn to implement with families?

During this training, staff will learn strategies to utilize to ensure that parent-teacher conferences are positive and beneficial experiences for all involved parties.

- What is the expected impact of this training on family engagement?

As a result of this training, teachers will be able to conduct effective parent-teacher conferences.

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit samples of parent-teacher conference notes.

- Month of Training

January 2024

- Responsible Person(s)

Syrenthia Boldin

4. Reflection/Evaluation of Training #2

- Name and Brief Description

n/a

- Number of Participants

n/a

- What were teachers able to do as a result of the training?

n/a

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training

n/a

- What improvements would be made and what steps will you implement to make the training more effective

n/a

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Parent Learning Academy Reading & Writing (ELA)

- What specific strategy, skill or program will parents learn to implement with their children at home?

The Parent Learning Academy is designed to assist parents in identifying and utilizing researched-based strategies to support student academic learning at home. Specifically, the ELA PLA will cover the following reading & writing topics: Writing across content areas, FSA text-based writing, Reading with Fluency, Building Reading and Writing Stamina, and various other ELA topics.

- Describe the interactive hands-on component of the training.

During this training, parents will: -Take a practice F.A.S.T. online assessment to get a student's view -Unpack Standards (Parent friendly), to get an understanding of the expectations -Participate in a writing activity

- What is the expected impact of this training on student achievement?

As a result of this training, parents will receive research-based strategies that can be utilized at home to support what their children are learning in school. The anticipated outcome from this training will be an increase in ELA proficiency.

- Date of Training

October 18, 2023

- Responsible Person(s)

Syrenthia Boldin

- Resources and Materials

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

132.00

2. Reflection/Evaluation of Training #1

• Name of Training

n/a

• Number of Participants

n/a

• What were parents able to do as a result of the training?

n/a

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

n/a

• What went well with the training?

n/a

• What improvements would be made and what steps will you implement to make the training more effective?

n/a

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Learning Academy (Math & Science)

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

The Parent Learning Academy is designed to assist parents in identifying and utilizing researched-based strategies to support student academic learning at home. Specifically, the Math & Science PLA will cover the following math & science topics: Writing across content areas, Number and Operation in Base Ten (Number Sense), Everyday Math (Math All Around Us), and The Nature of Science (The 5 W's of Science).

- **Describe the interactive hands-on component of the training.**

During this training parents will receive: - Math manipulatives - Research-based math strategies - Science experiments using materials found around the home. - Menu activities/ word problems that provide opportunities for students to strengthen number sense skills.

- **What is the expected impact of this training on student achievement?**

As a result of this training, parents will receive research-based strategies that can be utilized at home to support what their children are learning in school. The anticipated outcome from this training will be an increase in Math & Science proficiency.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Syrenthia Boldin

- **Resources and Materials**

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

131.00

4. Reflection/Evaluation of Training #2

- Name of Training

n/a

- Number of Participants

n/a

- What were parents able to do as a result of the training?

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

- What improvements would be made and what steps will you implement to make the training more effective?

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

The B.E.S.T. PLA

- What specific strategy, skill or program will parents learn to implement with their children at home?

3rd- 5th grade parents will receive an in-depth overview of expectation of PM 3 F.A.S.T Test in ELA and Math, and NGSS Science and strategies to assist students emotionally during testing time.

- Describe the interactive hands-on component of the training.

Parents will be given a practice copy of the test - where than can see what students will experience. Additionally parents will receive trainings on how to reduce student anxiety and provide emotional support students.

- What is the expected impact of this training on student achievement?

Parents will receive strategies on standards based question to help them prepare their children at home. The anticipated outcome from this training will be to increase proficiency in ELA, Math and Science.

- Date of Training

March 28, 2024

- Responsible Person(s)

Syrenthia Boldin

- Resources and Materials

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

131.00

6. Reflection/Evaluation of Training #3

- Name of Training

n/a

- Number of Participants

n/a

- What were parents able to do as a result of the training?

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

- What improvements would be made and what steps will you implement to make the training more effective?

n/a

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education

- Describe how agency/organization supports families.

Migrant partners with Pahokee Elementary School to provide various services to the families in our school's population. Within our partnership, Migrant supports Pahokee Elementary School by: • Promoting family literacy. • Coordinating parent engagement opportunities to increase parental involvement. • Supporting trainings/ activities geared towards parents and families.

- Based on the description list the documentation you will provide to showcase this partnership.

Based on this description the documentation we will provide to showcase this partnership includes the following in English, Spanish and Creole:
Letters homes Email exchanges Photos of events

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Boldin Community Impact, Inc.

- Describe how agency/organization supports families.

Boldin Community Impact, Inc. is a non-profit organization that strives to create a positive change in the Glades communities by spearheading and supporting educational initiatives designed to improve the quality of life for our families through educating and empowering parents. Within our partnership, Boldin Community Impact supports Pahokee Elementary School by: • Participating in and supporting all parent-centered trainings/activities. • Facilitating parent trainings (particularly fathers). • Co-sponsoring parent trainings

- Based on the description list the documentation you will provide to showcase this partnership.

Based on this description the documentation we will provide to showcase this partnership includes the following in English, Spanish and Creole: Sign In sheets Photos of events District Partnership Agreement

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Bridges AT Pahokee

- Describe how agency/organization supports families.

Bridges AT Pahokee, a local community agency, has the primary goal of assisting families in supporting the development and preparation of children entering school. Within our partnership, Bridges supports Pahokee Elementary School by: • Participating in and supporting all parent-centered trainings/activities • Serving as a liaison between the school, parents, and various agencies that support parents in the development of children. Additionally, a representative from Bridges AT Pahokee is available to speak to parents regarding programs and resources offered by Bridges for the month. • Facilitating parent trainings.

- Based on the description list the documentation you will provide to showcase this partnership.

Based on this description the documentation we will provide to showcase this partnership includes the following in English, Spanish and Creole: Sign In sheets Photos of event District Partnership Agreement

- Frequency

As needed

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The school will provide timely information about the Title I programs in English, Spanish and Creole via the following means: -School Marquee -Text Messages -Parent Link (Callouts) -Flyers with RSVP attachments -Labels in Agendas

- List evidence that you will upload based on your description.

Evidence that we will upload based on this description includes the following in English, Spanish, and Creole: Classroom Dojo/ Social Media Snapshots School-Parent Compact PFEP summary

- Description

The school will inform parents about the curriculum at the school and proficiency levels students are expected to meet in the following ways: - Parent-Teacher Conferences -Data Chats -Literacy & Math Family Involvement -Parent-teacher conferences -Data Chats -SAC Meetings

- List evidence that you will upload based on your description.

Open house/curriculum night presentation, handouts, grade level goals per content area

- Description

The school will inform parents in English, Spanish and Creole about forms of academic assessments used to measure student progress and achievement levels of State academic standards in the following ways: -Parent-Teacher conferences -Data Chats -SAC Meetings

- List evidence that you will upload based on your description.

Progress reports, report cards, assessment results (FAST, Diagnostic, iReady, RRR, etc.)

- Description

The school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children in the following ways: -Parent Links -Flyers with RSVP attachment -Texting -SAC Meetings

- List evidence that you will upload based on your description.

Title I Annual meeting invitation and sign-in sheets SAC meeting invitations and sign-in sheets Parent-teacher conference notes

- Description

The school provides supervision of children for parents during SAC meetings. Additionally, all parent trainings are offered in the AM and PM to provide opportunities for working parents to attend, as well as the opportunity to attend meetings virtually.

- List evidence that you will upload based on your description.

Flyers Parent Call Outs Meeting Notes

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

CLF will be available for every meeting for Spanish Translation All correspondence and notices will go home in their native languages All meetings will also be virtual for parents who can't physically attend.

- List evidence that you will upload based on your description.

Translated documents - Compacts, invitations, flyers, letters, and calendars Translated parent link messages Translated letters, agendas, flyers,

- Description

Pahokee Elementary School appropriately accommodates children and families with physical disabilities. Our building has an elevator which will allow people in wheelchairs to go upstairs if they need to. We currently do not have any families that are Hearing impaired, however we will contact the District if the situation presents itself.

- List evidence that you will upload based on your description.

Photos of handicapped parking, ramps, elevators

- **Description**

We have a CLF that attends every meeting (SAC, Parent Trainings, etc.) to help with translation. Any correspondence that is sent out, is translated in English, Spanish and Creole. Our ELL Coordinator hosts a PLC for Migrant families to welcome them to the school, during this meeting information is shared about the Migrant Education Program. Migrant Pre-K will also host an informational session for those parents to learn more about what is offered at the school. We have a partnership with the Migrant Department, they pay for two of our teachers to be tutors for students in grades K-2 - this helps families - by supporting learning at home.

- **List evidence that you will upload based on your description.**

Home visit/conference notes School presentations for migratory families Meeting notes

- **Description**

Homeless families will be referred to the Guidance Counselor and we will provide assistance with transportation or other services as needed. PES provides school uniforms to families who are in need. The Parent Liaison has created a log for families who receive school uniforms and supplies. PES also provides ALL school supplies for families who are in need which include: a bookbag, paper, pencils, crayons, notebooks, etc. Food is also provided for families who are in need - through our Partnership with Feeding South Florida.

- **List evidence that you will upload based on your description.**

Student Housing Questionnaire (SHQ) form (2479) Distribution logs for donated uniforms, school supplies, food and transportation logs Email referrals/seeking support for families

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At Pahokee Elementary IB World School, we assist in building students' Non-Academic Skills through our SLL Protocols. Throughout the school day, faculty and staff model, facilitate, and encourage the use of Skills for Learning and Life. These skills promote positive behaviors, assist students in developing a sense of service for others, and address students' social/emotional needs.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Once students are identified through the initial referral (academic or behavior) or mandatory referral (Homelessness, foster care, etc.), parents are notified to help participate in the problem-solving process. Next, the team determines if the student is monitored or moves to Tier 2 (supplemental support) based on the data collected. Interventionists monitor the student bi-weekly for 8-10 weeks with forms (2284 and 2318) to track progress. After the 8-10 weeks, team members evaluate the student's rate of progress and RTI before developing a more intense plan of action.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Our students receive a well-rounded education here at Pahokee Elementary School. In addition to academics, all students participate in weekly Fine Arts rotations to stimulate their higher-order and critical thinking skills. ALL students receive PE once a week for 45 minutes to teach strategies for ensuring physical fitness and strengthening social skills through organized play with their peers. In addition to PE, students have the opportunity to learn Spanish. Spanish is a valuable component of our IB program and serves as a foundation for the foreign language requirement students will ultimately need to satisfy graduation requirements. As a result of a thriving Spanish program, our 4th and 5th-grade students have successfully competed in the World Language competition. Students also have the opportunity to attend art classes. Students who excel in art primary and intermediate can participate in school, district, and state level Art Shows for parents. Music is also offered to our students, who have a chance to participate in local/community parades. SLL and Media classes are offered to our 4th and 5th-grade students to help with Skills for Life and Learning and enhance their technological skills.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;

- Career and technical courses;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

We vigorously promote College and Career Awareness at Pahokee Elementary IB World School. For example, all staff members have College signs outside of their doors. Likewise, we have College T-Shirt Day/College colors once a month for staff and students. We also have teachers with college corners inside their classrooms, highlighting a school of their choice with various information about the College or University. In addition to college awareness, we educate students on the various technical and entrepreneurial career options available. This year, we will host our first Career Day, in which individuals from the working sector, both white-collar and blue-collar, will share their journeys through their respective careers. Additionally, as an IB school, our students engage in Project-based learning. Project-based learning allows students to learn through real-world problem-solving.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

We have two VPK classes on campus. In May, before the end of the school year, we have Kindergarten Round-Up. During this event, parents can meet the Kindergarten teachers and learn about expectations that are required prior to students entering Kindergarten. Flyers are also given to community Head-start programs to advertise Kindergarten Round-up. During the last week of school, Pre-K students have the chance to experience being a Kindergartener for a day. It helps begin the transition phase from Pre-K to K.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Various opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions including the following: -Districtwide Professional Development Days are offered throughout the school year. -Teachers with 1-3 years of experience are paired with veteran teachers within their grade levels. These pairings allow new teachers to observe veteran teachers as they teach their classes and provide support in improving instructional delivery. -Teachers attend ELA and Math trainings as part of the Regional Support. -Teachers are sent to additional trainings for AVID and IB

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

To ensure that we are successful in recruiting and retaining effective teachers, we employ the following techniques: -Administrators and the IB Coordinator attend all District and Regional Job Fairs. -The ELA/Math Coaches and SSCC provide additional support to new teachers. -Differentiated Professional Development -Mentoring/ Peer Teacher Program -Highlight the Glades Supplemental Pay