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**Title I Comprehensive Schoolwide Plan**  
**PAHOKEE MIDDLE-SENIOR HIGH (1771)**

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# ELA

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

## 1. List prioritized needs statements.

Based on PM2 Data - ELA scored 32% of students achieving a level 3 and above. This is 18% below our school goal of 50%. Top priority is to increase our ELA achievement scores by 18% in grades 6-10 to reach our goal of 50% of students scoring level 3 and above.

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

The root causes for the needs assessment are due to the following Class sizes are too large due to master board scheduling Student behavior and lack of parental involvement Changes in the curriculum and teacher acclimation to resources; lack of resources (technology) to support components of the new curriculum Professional Development New teachers getting acclimated to the school and curriculum

## 3. Share possible solutions that address the root causes.

To address the root cause and increase student academic success as a school we can do the following: Academic Solutions: Improve our AVID schoolwide strategies in all classes Hire certified to fill vacant positions Hire and additional Behavior Intervention Person Hire additional personnel to support teachers ( Reading Coach, Learning Team Facilitator, Single School Culture Coordinator) Provide Professional Development for teachers to be able to implement school initiatives (AVID, IB, Content Literacy) Extra Curriculum Resources: Interactive Technology Resources such as (Achieve 3000 Literacy, No RedInk) Phonics resources to support lowest 25%

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

Communication- keep open communication with parents through SIS, Parent Link, marquee, and Social Media

### • Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) on instructional strategies (Literacy Night) that they can use at home to support their child. Provide information on local and state assessments

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

- School

Schools will... continue to provide support in the areas of need and provide training for parents. Communicate expectations for teachers, students and parents. Provide several learning opportunities and a safe learning environment.

- Students

Students will...do the work and show an interest in learning and be held accountable for assignments.

- Parents

Parents will... be held accountable for their child(ren) and communicate more with the teachers and school.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)communicating effectively with parents and how to support families with instructional practices at home

- Accessibility

Accessibility – Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families

## Math

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

### 1. List prioritized needs statements.

In grades 6-8 math's top priority is to reach the school goal of 50% of our students achieving a level 3 or higher. Based on PM2 data we are making progress towards our goal with our students scoring level 3 or higher at 44% . Top priority for grades 6-8 is to increase achievement for all students by 10% Top priority for EOC math achievement is to have a 50% achievement for FY23. Algebra 1 : Increase scores from 34% to 50% Geometry: Increase scores from 39% to 50%

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

To address the needs assessment statement the root causes were identified. Student attendance issues ( excessive absences) are a concern Student behavior and lack of parental involvement Large class sizes due to scheduling Student lack of bringing supplies which causes instructional issues

### 3. Share possible solutions that address the root causes.

As a school the following possible solutions can help adress the root causes Academic: Provide funding for classroom supplies for teachers and students Provide funding to hire an additional teacher for grades 6-8 to decrease class sizes Continue having a Math Coach to provide support for teachers. Resources: Continue to provide funding for technology resources to help with remediation such as IXL, Achieve Math Professional Development: Provide PD opportunities on math content for all grades Send new teachers to IB and AVID trainings Content Literacy PD for all content areas

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

#### • Communication

As a school we will keep open communication with parents through SIS, Parent Link, marquee, mailouts and Social Media

#### • Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) with strategies, apps and websites. Provide updated information on standards and assessments.

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

- School

School will...hold parent involved meetings and involve parents in the development of any schoolwide plan. Communicate expectations for teachers, students and parents. Provide several learning opportunities and a safe learning environment.

- Students

Students will...do homework every day and give parents/guardians all notices and information received from the school.

- Parents

Parents will...attend meetings and participate in decisions related to their child(ren) education.

- Staff Training

Staff Trainings will consist of assisting teachers in understanding how to better engage and support parents/families as they work with their students at home (Math).

- Accessibility

Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families

## Science

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

### 1. List prioritized needs statements.

Based on 8th grade Science, FY23 Winter diagnostic we scored at 35% of students meeting threshold or above. Top priority for 8th grade science is to increase student proficiency from 28% to 35% Based on FY23 EOC Midterm data showed that only 42% of the students are meeting threshold or above. Top priority for Biology is to increase the scores from 42% to 50% on the EOC exam.

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

Based on the needs assessment the root causes have been identified for Science: Grade 8 Master scheduling issue has created large class sizes Student behavior/lack of motivation to learn Students reading below grade level and lack retention of conceptual knowledge Teachers lack supplemental and lab resources needed to enhance science skills. Biology/Chemistry Students struggle with real-world questions/adaptations Students need to be exposed to observations and lab based practical's. Students need to be able to analyze, evaluate ,solve word problems, solve equations, and solve for the unknown Both campuses: There is a lack of parental involvement Professional development on Science content is needed for teachers

### 3. Share possible solutions that address the root causes.

Possible solutions to address the root causes for Science are: Academic: Use Content Literacy Strategies in all classes Teachers need ESE/ELL support in science classes Provide field trips and professional presentations to enhance student learning. Students need more hands on lab practice to practice scientific investigations Create a team to help with master board so the classes won't be so large Hire an additional teacher to support class sizes Hire a Science Coach to support teachers Resources: Provide Science Lab materials (8th, Biology & Chemistry) Purchase technology programs such as Quizlet; Gizmo and PENDINGs Student use of Interactive notebooks (gr.6-8) Software that will provide students with continuous access to content. Professional Development: Remediation strategies/techniques of content standards and AICE,IB and content Content Literacy Strategies

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

- Communication

Communication- keep open communication with parents through SIS, Parent Link, marquee, and Social Media

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science)with strategies, apps, projects and websites. Provide updated information on standards and assessments.

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

- **School**

School will...hold parent involved meetings and involve parents in the development of any schoolwide plan.Communicate expectations for teachers, students and parents. Provide several learning opportunities and a safe learning environment.

- **Students**

Students will...do homework every day and give parents/guardians all notices and information received from the school.

- **Parents**

Parents will...attend meetings and participate in decisions related to their child(ren) education (IEP, SAC, etc.) Encourage parents to volunteer with school events..

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) with hands on lessons and experiments to help support the scientific method and student understanding of the content.

- **Accessibility**

Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families

## **Social Studies**

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

**1. List prioritized needs statements.**

Students in Civics are scoring below 50% proficiency on the Grade 7 winter diagnostic. Students scored at 56% on the U.S. History midterm exam. Students scored at 49% on the World History midterm exam. Top priority for Civics is to increase proficiency scores from 45% to 50% on the EOC exam. Top priority for U.S. History is to increase proficiency scores from 56% to 60% on the EOC exam

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

The root causes for the identified needs assessment are as follows for Middle School (Civics)/High School (US History) Students are one or more years behind grade level in reading and writing. Student behavior/lack of motivation/lack of parental involvement Large class sizes due to master board scheduling Student attendance (absent/skipping-HS)inconsistent consequences Lack of resources to expose students to more historical documents, charts, graphs Lack of time in between testing of NGSQ/USA to remediate students on weak standards after analyzing data Master scheduling of Civics students cohorts Critical race theory taking away programs and resources that have helped support student learning.

**3. Share possible solutions that address the root causes.**

Possible solutions to address the root causes for Social Studies Academic: Provide differentiated instruction to address individual learning needs based on data Provide test-taking strategies to help students with understanding questions on an assignment or test. Clear and consistent expectations for all students Content Literacy Strategies in all classes Professional development Provide PD for teachers on strategies for AVID and IB Resources: Purchase interactive supplemental technology programs ( Study Island, ICivics) Purchase supplemental Instructional resources to support Civics and US History Implement a School wide incentive program

**4. How will school strengthen the PFEP to support Social Studies?**

**• Communication**

Communication- keep open communication with parents through SIS, Parent Link, marquee, mailing's and Social Media



- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies)with strategies, apps, projects and websites. Provide updated information on standards and assessments.

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

- **School**

School will...incorporate ways to get parents more involved (parent meeting, banquet, etc.) to help understand the school's vision, and find out how the school can help the parents. Communicate expectations for teachers, students and parents. Provide several learning opportunities and a safe learning environment.

- **Students**

Students will...do homework every day and give parents/guardians all notices and information received from the school.

- **Parents**

Parents will...attend meetings and participate in decisions related to their child(ren) education.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) with strategies to read and comprehend informational literature that will support the content and assessments.

- **Accessibility**

Accessibility – Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families.

## **Acceleration Success**

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

**1. List prioritized needs statements.**

Less than 60 % of our students receive acceleration points within a school year. FY23 students are scoring at 58% and the current goal is 65%. FY 24 school goal is to have 75% of students to pass and receive acceleration points.. ? Top priority is to continue increasing the amount of students in accelerated courses and acceleration points by 10%.

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

The root causes for acceleration on both the Middle and High School: Student distractions with the content Master board scheduling students in the courses Strategies to help student with organization Need strategies to improve student communication skills Lack of parental support to support student learning and achievement Lack of incentives to encourage students to do well

**3. Share possible solutions that address the root causes.**

Solutions to address the acceleration root causes on the Middle and High School are to : Provide after school program to review each lesson being taught thoroughly Assigning certain tasks to certain people to support students in acceleration Provide student incentives more frequently Teach strategies to help students understand and work together Professional development: Provide teachers with strategies to teach rigorous lessons Training/Workshops for teachers that teach AICE, AP IB and IT course. Resources: Industry Certification supplemental resources

**4. How will school strengthen the PFEP to support Acceleration Success?**

• **Communication**

Communication- keep open communication with parents through SIS, Parent Link, marquee, and Social Media

• **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) by providing information on content that supports accelerated learning.

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

- School

School will...hold parent involved meetings and involve parents in the development of any schoolwide plan. Communicate expectations for teachers, students and parents. Provide several learning opportunities and a safe learning environment.

- Students

Students will...do homework every day and give parents/guardians all notices and information received from the school.

- Parents

Parents will...attend meetings and participate in decisions related to their child(ren) education.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Acceleration) with knowledge and application of software and learning strategies to use at home.

- Accessibility

Accessibility – Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families.

## Graduation Rate

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

### 1. List prioritized needs statements.

Graduation rate at this mid year point is currently at 82% Top priority is to maintain the graduation rate at 100%.

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

The root causes for the graduation needs assessment is: Student not meeting reading and math requirement on state assessments (FS-ELA, Algebra 1 EOC, ACT/SAT) Student Attendance - students are excessive late and/or absent Students not completing Edgenuity courses Lack of parental support of student achievement

3. Share possible solutions that address the root causes.

Possible solutions to increase the graduation rate Provide tutorial for all students in each content area Create an ACT/SAT component in the Retake Intensive Reading class Utilize interactive supplemental reading programs such as (Khan Academy, ACT/SAT online prep) Stay abreast and in alignment with District (Blender) reading program w/worksheets Edgenuity support ( pull-out) to monitor course and help student complete assignments and tests. Implement an Algebra 1 boot camp for incoming 9th graders Purchase additional resources (Calculators, Supplemental materials (worksheets, books, workbooks) ESE/ELL push in support Make parent contact for at risk students Hold weekly progress meetings with all students

4. How will school strengthen the PFEP to support Graduation Rate?

• Communication

Communication- keep open communication with parents through SIS, Parent Link, marquee, and Social Media.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation) on instructional strategies that they can use at home to support their child at home, graduation requirements, college readiness. FAFSA, and scholarship information.

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

• School

School will...Provide several opportunities for students to learn within the school day and after school (small group, tutorial), Communicate expectations for teacher, students and parents, provide a safe and learning environment.

- **Students**

Students will... receive opportunities to learn within the school day and after school (small group, tutorial).

- **Parents**

Parents will...Involve parents in all meetings (IEP, conferences/training, SAC) concerning the education of the students and graduation requirements. Encourage parents to volunteer with school events.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Graduation) by communicating effectively with parents and how to support families with instructional practices at home.

- **Accessibility**

Accessibility – Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento for homeless families.

## **Action Step: Classroom Instruction**

Teachers/tutors will provide targeted intervention instruction and resources for identified students not meeting math, literacy, and science achievement levels.

**Budget Total: \$306,109.91**

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	4	\$37.00	4	1	15	Certified	Original	\$8,880.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Afterschool - ELA & Science - Grades 9-10 Tentative Start: January 2024																		
Out-of-system Tutors	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	2	\$17.00	5	6	30	Non-Certified w/ Degree	Original	\$30,600.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
Tutors will provide push-in/pull-out small group support for struggling students needing remediation grades 6-10 in ELA and Math for 30 weeks September 2023 - April 2024																		
<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	2	\$15.00	5	6	30	Non-Certified	Original	\$27,000.00	
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
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Out-of-system Subs	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	1	\$19.00	7	7	1	Original	\$931.00		
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total											
Substitutes for position #20003210																		
<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Type</th> <th>Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	1	\$19.00	7	7	1	Original	\$931.00			
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total											
Substitutes for position #10102972.																		
Extra Periods	Intermittent Extra Periods: ELA - Grades 6-10 (3 tutors x 4 periods per week x 1 period per day x 15 weeks), Math - Grades 6-10 (3 tutors x 4 periods per week x 1 period per day x 15 weeks), Algebra 1 (2 tutors x 4 periods per week x 1 period per day x 15 weeks), Science - Grade 8 (1 tutors x 4 periods per week x 1 period per day x 15 weeks) Tentative Start: January 2024																	

<b>Acct Description</b>	<b>Description</b>																																																													
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="436 219 1436 297"><b>Item</b></th> <th data-bbox="1436 219 1583 297"><b>Quantity</b></th> <th data-bbox="1583 219 1759 297"><b>Rate</b></th> <th data-bbox="1759 219 1892 297"><b>Type</b></th> <th colspan="2" data-bbox="1892 219 2026 297"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="436 297 1436 412">Gizmo - site license to provide interactive science virtul labs for grade 8-9 Biology, and chemistry classes.</td> <td data-bbox="1436 297 1583 412">1</td> <td data-bbox="1583 297 1759 412">\$3,906.00</td> <td data-bbox="1759 297 1892 412">Original</td> <td colspan="2" data-bbox="1892 297 2026 412">\$3,906.00</td> </tr> <tr> <td data-bbox="436 412 1436 527">Achieve 3000 Literacy &amp; Math to provide students with remediation practice and tutorial for grades 6-8.</td> <td data-bbox="1436 412 1583 527">1</td> <td data-bbox="1583 412 1759 527">\$12,000.00</td> <td data-bbox="1759 412 1892 527">Original</td> <td colspan="2" data-bbox="1892 412 2026 527">\$12,000.00</td> </tr> <tr> <td data-bbox="436 527 1436 643">No RedInk - site license and 1 virtual PD to provide grade level practice on laguage arts standards and writing.</td> <td data-bbox="1436 527 1583 643">1</td> <td data-bbox="1583 527 1759 643">\$9,950.00</td> <td data-bbox="1759 527 1892 643">Original</td> <td colspan="2" data-bbox="1892 527 2026 643">\$9,950.00</td> </tr> </tbody> </table>						<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>		Gizmo - site license to provide interactive science virtul labs for grade 8-9 Biology, and chemistry classes.	1	\$3,906.00	Original	\$3,906.00		Achieve 3000 Literacy & Math to provide students with remediation practice and tutorial for grades 6-8.	1	\$12,000.00	Original	\$12,000.00		No RedInk - site license and 1 virtual PD to provide grade level practice on laguage arts standards and writing.	1	\$9,950.00	Original	\$9,950.00																																	
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Classroom Teacher	Teacher will provide instruction for students performing below grade level in reading grades 9-12.																																																													
Classroom Teacher	Teacher will provide intervention instruction for students performing below grade level in math grades 9-12.																																																													
Supplies	<table border="1"> <thead> <tr> <th data-bbox="436 924 1136 1002"><b>Item</b></th> <th data-bbox="1136 924 1299 1002"><b>Quantity</b></th> <th data-bbox="1299 924 1446 1002"><b>Rate</b></th> <th data-bbox="1446 924 1730 1002"><b>Supply Type</b></th> <th data-bbox="1730 924 1877 1002"><b>Type</b></th> <th colspan="2" data-bbox="1877 924 2026 1002"><b>Total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1002 1136 1071">Post it notes (18 pads per box)</td> <td data-bbox="1136 1002 1299 1071">50</td> <td data-bbox="1299 1002 1446 1071">\$11.99</td> <td data-bbox="1446 1002 1730 1071">General Supplies</td> <td data-bbox="1730 1002 1877 1071">Original</td> <td colspan="2" data-bbox="1877 1002 2026 1071">\$599.50</td> </tr> <tr> <td data-bbox="436 1071 1136 1141">Colored copy paper (per ream)</td> <td data-bbox="1136 1071 1299 1141">21</td> <td data-bbox="1299 1071 1446 1141">\$4.97</td> <td data-bbox="1446 1071 1730 1141">General Supplies</td> <td data-bbox="1730 1071 1877 1141">Original</td> <td colspan="2" data-bbox="1877 1071 2026 1141">\$104.37</td> </tr> <tr> <td data-bbox="436 1141 1136 1211">Pencils (72 per box)</td> <td data-bbox="1136 1141 1299 1211">50</td> <td data-bbox="1299 1141 1446 1211">\$13.99</td> <td data-bbox="1446 1141 1730 1211">General Supplies</td> <td data-bbox="1730 1141 1877 1211">Original</td> <td colspan="2" data-bbox="1877 1141 2026 1211">\$699.50</td> </tr> <tr> <td data-bbox="436 1211 1136 1281">Spiral notebooks (case of 12)</td> <td data-bbox="1136 1211 1299 1281">25</td> <td data-bbox="1299 1211 1446 1281">\$44.79</td> <td data-bbox="1446 1211 1730 1281">General Supplies</td> <td data-bbox="1730 1211 1877 1281">Original</td> <td colspan="2" data-bbox="1877 1211 2026 1281">\$1,119.75</td> </tr> <tr> <td data-bbox="436 1281 1136 1351">White Copy paper (per case)</td> <td data-bbox="1136 1281 1299 1351">86</td> <td data-bbox="1299 1281 1446 1351">\$44.61</td> <td data-bbox="1446 1281 1730 1351">General Supplies</td> <td data-bbox="1730 1281 1877 1351">Original</td> <td colspan="2" data-bbox="1877 1281 2026 1351">\$3,836.46</td> </tr> <tr> <td data-bbox="436 1351 1136 1421">Colored card stock paper (per ream)</td> <td data-bbox="1136 1351 1299 1421">20</td> <td data-bbox="1299 1351 1446 1421">\$31.00</td> <td data-bbox="1446 1351 1730 1421">General Supplies</td> <td data-bbox="1730 1351 1877 1421">Original</td> <td colspan="2" data-bbox="1877 1351 2026 1421">\$620.00</td> </tr> <tr> <td data-bbox="436 1421 1136 1490">Highlighters (12ct)</td> <td data-bbox="1136 1421 1299 1490">53</td> <td data-bbox="1299 1421 1446 1490">\$7.99</td> <td data-bbox="1446 1421 1730 1490">Manipulatives</td> <td data-bbox="1730 1421 1877 1490">Original</td> <td colspan="2" data-bbox="1877 1421 2026 1490">\$423.47</td> </tr> </tbody> </table>						<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>		Post it notes (18 pads per box)	50	\$11.99	General Supplies	Original	\$599.50		Colored copy paper (per ream)	21	\$4.97	General Supplies	Original	\$104.37		Pencils (72 per box)	50	\$13.99	General Supplies	Original	\$699.50		Spiral notebooks (case of 12)	25	\$44.79	General Supplies	Original	\$1,119.75		White Copy paper (per case)	86	\$44.61	General Supplies	Original	\$3,836.46		Colored card stock paper (per ream)	20	\$31.00	General Supplies	Original	\$620.00		Highlighters (12ct)	53	\$7.99	Manipulatives	Original	\$423.47	
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	Two pocket three prong folders (48 per case)	15	\$36.90	General Supplies	Original	\$553.50
	Safety Goggles set of 36	2	\$127.88	Manipulatives	Original	\$255.76
	Shipping	1	\$1.33	General Supplies	Original	\$1.33
	Metamorphic Rock Kit	2	\$16.58	Manipulatives	Original	\$33.16
	Chart paper markers (8pk)	50	\$8.49	General Supplies	Original	\$424.50
	Kinetic Sand	2	\$26.66	Manipulatives	Original	\$53.32
	Igneous Rock Kit	2	\$14.57	Manipulatives	Original	\$29.14
	Chart paper	30	\$34.99	General Supplies	Original	\$1,049.70
	Graduated cylinders set of 8	4	\$40.53	Manipulatives	Original	\$162.12
	Expo markers (4pk)	51	\$5.69	General Supplies	Original	\$290.19
	Sedimentary Rock Kit	2	\$14.57	Manipulatives	Original	\$29.14

## Action Step: Parent Engagement

Engage all parents to become informed, active participants in their child's learning community to support students' academic, career, and college goals.

**Budget Total: \$46,483.01**



Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	White Copy paper (per case)	28	\$44.61	General Supplies	Original	\$1,249.08
	Legal Note pads (12 per pk)	20	\$29.04	General Supplies	Original	\$580.80
	Sharpie (blk) markers 12 pk	10	\$9.49	General Supplies	Original	\$94.90
	Card stock paper (per ream)	10	\$31.00	General Supplies	Original	\$310.00
	Markers (8 pk)	10	\$10.49	General Supplies	Original	\$104.90
	Pencils (72 per box)	5	\$13.99	General Supplies	Original	\$69.95
	Small Note pads (12 per pk)	20	\$13.86	General Supplies	Original	\$277.20
	Pens (per box)	10	\$6.99	General Supplies	Original	\$69.90
	Refreshments Parent Trainings	100	\$3.00	Program Supplies	Original	\$300.00
	Ink/Toner (kit)	4	\$350.00	Technology	Original	\$1,400.00
	Post it notes (18 pads per box)	12	\$19.73	General Supplies	Original	\$236.76
	Envelopes (large box)	12	\$25.71	General Supplies	Original	\$308.52
	Chart paper	10	\$34.99	General Supplies	Original	\$349.90
Colored copy paper (per ream)	30	\$4.97	General Supplies	Original	\$149.10	
Community Resource Person	To be used to coordinate community resources and allocate school-based resources to students at all grad levels and their perspective families across the entire school year and help remove barriers to learning and increase student outcomes. Duty days to include 196 duty days @ 8 hrs a day (includes all student contact and 10 days preceding the start of the school year)					

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Postage to mail semester (2) communication to parents of school events and trainings	4	\$63.00	Original	\$252.00

## Action Step: Professional Development

Ongoing professional development opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

**Budget Total: \$100,180.83**

Acct Description	Description					
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	AVID Summer Institute to provide professional development to our teachers of current strategies to implement in their classes - Orlando (June 2024) - 2(Registration - \$1,050, Transportation - \$217.50, Lodging - \$750, Per Diem - \$108)	2	\$2,125.50	Original	\$4,251.00	
Single School Culture Coordinator	SSCC (226) will analyze data that will inform instructional practices, provide and implement PD, facilitate PLCs and support common planning with teachers in all content areas.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper (per case)	4	\$44.61	General Supplies	Original	\$178.44

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Chart markers (8 pack)	5	\$8.49	General Supplies	Original	\$42.45
	Post it notes (4 pack)	6	\$11.99	General Supplies	Original	\$71.94
	Ink/toner kit	1	\$350.00	Technology	Original	\$350.00

## 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

Pahokee Middle Senior High School is dedicated to improve the school and parent partnership. As the teachers, parents, and school work collaboratively to plan for the achievement of all students. Parents will be empowered to support students socially, emotionally, and academically. Parents will be consistently informed about the educational requirements and will be provided with training to support their student(s) at home in preparation for high school, college and career readiness.

## 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
Dwayne Dennard	Principal
Earlean Golphin	Assistant Principal
Natasha Twiggs	Assistant Principal
Zanovia Manderville	SAC Chair
Iolanthe Brown-Lewis	Magnet Coordinator
Veronica Shaw	Teacher
Clara Murvin	Parent
Mayor Keith Babb	Commissioner of Pahokee
Dwayne Dowdell	Parent
Rev. Hickman	Community leader

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

The procedures for selecting members representing stakeholders are done in the beginning of the school year in which we inform the parents and community of opportunities to join with us as educational partners via flyers, parent-link call outs and social media platforms. During our annual meeting, open house and SAC meetings stakeholders are solicited to be a part of the development and decision making process of the School-wide Plan. During the first SAC meeting of the year members are solicited to hold office and an election is done to vote in the new officers for the new school year. Parents and community members are always encouraged to attend and participate in all of our school meetings.

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

Stakeholders are involved in our CNA process and for the FY24 we met with them in March to discuss the needs of the school and ways to improve. Stakeholders are also invited to our other decision making meetings which include the Annual Meeting which will be held September 2023, and SAC meetings which are held every fourth Monday of each month with the exception of the the first meeting which be held on Monday August 2023.

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

Teachers and staff provided input through the department stakeholder meeting based on data and the needs of each department to improve student learning. All input was valued and added to the CNA., in which stakeholders would like to have quarterly parent meetings and after school tutorial. Parent input will continue to be collected throughout the school year during parent meetings and conferences was utilized to help with making decisions on providing tutorial and other resources to improve student achievement.

Name	Title
Dwayne Dennard	Principal
Earlean Golphin	Assistant Principal
Natasha Twiggs	Assistant Principal

## 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?

PMHS Annual Meeting will be in person and held on August 2023 at 5:30 pm. in the Media Center or Auditorium.

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

Parents will be notified via website, marquee, parent Link, SIS, backpack (flyer/notification sent home) and social media.

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

To prepare for the annual meeting the Parent and Family Engagement Plan and School - Compact is included in the PowerPoint to review and discuss with parents. Suggestions and recommendations are taken to make changes , if needed, to the PFEP and Compact. During the Annual meeting the resources will consist of computer use to present the Annual Meeting PowerPoint. Parents will receive printed copies of the PowerPoint, PFEP and compact.

## 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

Six Slices of Family Engagement

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

This training will focus on six researched based ways to engage families and improve the partnership between school and home . The training will focus on two of the six ways which are Communicate Effectively and Support Student Success.

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

The expected impact of this training improve the partnership between school and home to support student success.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence such as Goals set with student and parent (social, emotional and academic),engagement effectiveness surveys, teacher/parent communication logs, evidence of sharing information across various outlets, etc.

- Month of Training

September 2023

- Responsible Person(s)

Natasha Twiggs, Iolanthe Brown, Luis Paniagua, Shaneka Lunford

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Helping ELL/SWD students succeed through family engagement



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

This training will equip teachers with the tools needed to provide parents with ELL/SWD strategies that can be used at home to support the learning of their child.

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

The impact of this training is to build relationships with parents to improve the academic success of our ELL/SWD students.

- What will teachers submit as evidence of implementation?

Conference logs, Sample of resource shared with parent; student monitoring evidence (use of strategy), student work samples

- Month of Training

January

- Responsible Person(s)

Natasha Twiggs, Shaneka Lunfoird, Luis Paniagua, Iolanthe Brown

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## 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

Preparing for College & Career Success

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

Parents will be able to obtain information on college application process, FAFSA and career programs help their child with postsecondary plans.

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

The interactive component will be to assist parents and students in completing college applications (CommomAp) and FAFSA for college. Career students will apply for trade/technical programs.

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

The expected impact of this is to have our students and parents meet application requirements and deadlines for their postsecondary plans.

- Date of Training

October 2023

- Responsible Person(s)

Benny Everette, Earlean Golphin, Shaneka Bryant

- Resources and Materials

Computers, pens, printed applications, printed FAFSA

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

## 2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

## 3. Parent and Family Capacity Building Training #2

- **Name of Training**

See you at the top (Academic Success)

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

Parents will be provided with opportunities to practice strategies and utilize resources to help increase student learning in ELA and Civics.

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

Parents will be able to participate in different activities that inspire students to learn and set goals. They will rotate to the different sessions below to have several ways to be a part of the student learning process. Session 1- Goal setting - pamphlet and/or vision board Session 2 - Student-to-Parent teaching - Student will explain /implement a strategy to the parent that has been taught and/or presented Session 3 - Incorporation of technology - Allowing parents to learn and utilize technology tools and programs used in school with learning

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

The expected impact of this training is to increase student learning by including parents in the learning process and parent awareness of strategies and resources used throughout the school that can help at home.

- **Date of Training**

February 2024

- **Responsible Person(s)**

Natasha Twiggs, Luis Paniagua, Iolanthe Brown, Hygens Succes, Shaneka Lunford, Guy Tabuteau, Veronica Shaw

- **Resources and Materials**

paper, scissors, glue, computers, file folders, copy paper, markers, pens

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

100.00

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

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

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

## 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

McKinney Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Homeless Education Program (MVP) Team can help families who are experiencing homelessness by providing a case worker, school supplies, uniforms and other supplemental services.

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

Student housing Information form, Pamphlet with services provided for families Support services provided documentation

- Frequency

Throughout the school year

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

- Name of Agency

Florida Crystals and US Sugar

- Describe how agency/organization supports families.

Florida Crystals supports our school by providing support for families to receive funds for their children to attend field trips and extra curricular activities. They also support families by providing college scholarships to assist high school seniors with tuition at post secondary institutions. In addition to this, identify employment, job training opportunities for parents and students.

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

Documentation to show funding for school sponsored events Flyers advertising training/job opportunities Scholarship award letters

- Frequency

Throughout the school year

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

- Name of Agency

Education Foundation

- Describe how agency/organization supports families.

Education Foundation provides families in need funds to support students academic needs in all content areas by providing supplies and assisting with our Robotics program ( STEM up Pahokee).

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

Parent night agendas, Competition Awards Student achievement programs Flyers, programs , sign -in sheets

- Frequency

Throughout the school year

## 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

At Pahokee Middle High School we ensure that our parents are aware of the Title I programs that we offer at our school which are Parent trainings, In-school and after school tutorial, and college preparedness. Prior to the start of all Title I programs, activities and meetings, parents will be informed of these events in both English and Spanish via flyers sent home with students, marquee, Parent Link, social media.

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

Screenshots of social media and school website postings Photos of information on the marquee Parent call out transmissions from Parent Link

- Description

Parents will be informed about the curriculum used to support student learning and student academic progress in which they will meet with the teachers, guidance counselor and/or ESE/ELL Coordinators during conferences and parent trainings which will cover graduation status, report card review, pupil progression, data chats and remediation plan to help students improve proficiency levels.

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

Flyers Agendas Sign-in sheets Evaluation forms

- Description

Parents will be informed of academic assessments during parent conferences and parent night meetings to discuss the type of assessments given and what is required of the student to learn in order to be successful.

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

Flyers Agendas Sign-in sheets Evaluation forms

- Description

Parents will be informed about opportunities via parent link calls, social media and flyers to participate in decision making through invitation to join our SAC and notices sent out to participate in our stakeholder meetings.

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

Flyers Agendas Sign-in sheets Evaluation forms

- Description

In efforts to accommodate the families at our school all meetings, activities and events will be offered on various days and times to accommodate families. Time will also be set aside for families to schedule appointments to meet with a member of our Title I team to receive information from trainings and meetings that they were not able to attend.

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

Agendas Meeting notifications Sign-in sheets Evaluation forms

## 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

Parents and families with limited English proficiency will be provided a language facilitator at all meetings to translate information presented in the appropriate languages.

### • List evidence that you will upload based on your description.

Evidence will consist of: Flyers, sign-in sheets, agendas, photos of engagement during meetings, copies of information provided in different languages

### • Description

Parents and families with disabilities will receive preferential services (i.e disabled parking, use of elevator, easy accessible seating). Upon request ,hearing and visually impaired parents and families will be accommodated based on their individual needs.

### • List evidence that you will upload based on your description.

Evidence will consist of: sign-in sheets, agendas, photos of engagement and support during meetings, photos of handicapped parking, ramps, seating, elevators, audio enhancement. Request to District for support (hearing/vision)

### • Description

Migrant families will be accommodated by providing meetings at various times of the day. Migrant counselor is provided to help support student with academic support. To accommodate work schedules parents will also be able to make appointments to receive the meeting information. Meeting information is also stored in a Google Drive accessible by admin and secretarial staff to print for parents at request.

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

Evidence will consist of: Flyers, sign-in sheets, agendas, photos of engagement during meeting, home visits notes, and communication from Migrant department

- Description

Families that are experiencing homelessness are provided Wrap-around resources and information McKinney-Vento and other agencies to help them through this difficult time. Our school supports homeless families by partnering with other programs that will donate clothing, food, and school supplies. Parents will also be able to make appointments to receive the meeting information.

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

Evidence will consist of: Agenda, sign-in sheets, and pamphlets from agencies, referrals to McKinney-Vento program, student housing questionnaire

## 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

Pahokee Middle High School utilizes data based decision-making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need such as counseling and referrals to community agencies. We provide mentoring and social- emotional development through community partnerships and staff support from our guidance counselors, administrators, ESE Coordinators, and School Behavior Health Professional and Behavior Coach. Teachers also receive professional development to help support social-emotional development of all students. At PMHS we promote positive behavior through our school has a School-wide Positive Behavior System (SwPBS), in which teachers and students participate in lessons twice a year, at the beginning for first (August) and second (January) semester. Positive behavior is promoted daily through morning and afternoon announcements and through PRIDE signs/posters throughout the campus.

## 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

At Pahokee Middle High School the School Guidance Counselor, Teachers, School Psychologist, ESE Coordinator, Support Service Liaison, DATA Counselor, Reading and Math Coach and Single School Culture Coordinator are members of the SBT Team. They work with the teachers to help them support the students through alternative interventions. The SBT Team monitors students for six to eight weeks and they meet to determine if the interventions are successful at improving academic achievement based on data. If the interventions are successful, we continue to monitor the students. If the interventions aren't successful we move to Tier 3 level of support. At Tier 3 we provide six to eight weeks of intervention, meet with the team to determine success, and complete a progress monitoring log. If the interventions aren't working we meet to decide if the student should be referred for academic psychological evaluation which will be completed the school psychologist.

## 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.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- 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

At Pahokee Middle High School we use state F.A.S.T. assessment data to determine the academic needs and resources to increase student achievement. Teachers are required to analyze student data from all district assessments (FSQ, USA) and plan for standards-based reteach instruction that include enrichment activities and differentiated instruction in each lesson. We provide ongoing embedded Professional Development through PLCs for teachers to ensure they have knowledge and resources to provide adequate best practices for enrichment and remediation opportunities. These meetings occur weekly to analyze data, monitor teachers' and students' progress, instructional planning, and implementation of research-based strategies. We provide course/electives through our choice Programs (IB/Medical/Robotics/ROTC) these programs offer electives that provide students with opportunities to explore real world experience through hands on activities and field experiences. We have guest speakers and community organizations that come and speak to our students and provide them with opportunities to explore different community service projects. Our AVID program provides our students with college preparation by helping them to be organized, enhance their study skills and college campus experience by taking them on college tours. Our students are offered extended learning time through after school tutorial, STRAPP after school program, and taking dual enrollment classes at Palm Beach State College. At PMHS it is our mission to provide our students the best education possible to help them be well-rounded productive students as they matriculate from middle to high school and then on to a post-secondary education or career.

## 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;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

At Pahokee Middle High School we are an AVID/IB school. We provide opportunities for students to research and visit colleges, universities, and explore career opportunities in S.T.E.M. fields. These resources and skills are designed to ensure students have the ability to be successful in college and/or career opportunities. Students also have the opportunity to explore robotics engineering and/or participate on the robotics competition team. Guidance counselors provides individual conferences and interactive trainings to inform and support students and parents to prepare for students for high school graduation and college readiness. Our college readiness plan provides parents and students with resources and opportunities to apply for scholarship and workshops to build resumes. The school will conduct FASFA information sessions parents and students twice a year. AICE/AP and IB accelerated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas. Some of the Choice programs that align t this vision are: \* Civil Air Patrol \* International Baccalaureate Diploma Programme \* Medical Sciences - Pre-Medicine (Workforce) (In-House) \* Information Technology These programs are organized as programs of study that lead to industry certifications and college credits. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. The AVID course incorporates college awareness/readiness curricula and programs that focus on Writing, Inquiry, Collaboration, Organization, and Reading. 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.

## 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

Not Applicable

## 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

At Pahokee Middle High School, we meet weekly for Professional Learning Communities and Common Planning meetings. During PLC the SSCC meets with the teachers to analyze all assessment data to support with planning for reteach and remediation through small group, push-in, pull-out, and tutorials. Professional development is provided during PLC's and on district Professional Development days (via webinars, District and/or Regional support, AVID, IB, Multicultural and ESE) to improve the delivery of instruction through shared best practices and strategies to meet the needs of all learners. To continue to improve teacher instructional practices teachers are also offered self-paced professional development aligned with the subject they teach through our school district portal on eLearning. New teachers are paired with a mentor and a buddy teacher to help with getting acclimated to the school and their teaching career. All teachers are provided with support to create the Professional Growth Plan using the Palm Beach Model of Instruction.

## 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

At Pahokee Middle High School, we attend District Job Recruitment Fairs to seek new talent to fill any teaching vacancies we may have. To retain effective teachers we provide support for new teachers as they complete the ESP program. The ESP program pairs new teachers with a mentor and buddy teacher to ensure the completion of ESP components while providing support. We provide small group meetings to help teachers with parent contact logs, discipline concerns, and interventions to insure retention and success in the classroom. We also encourage teachers to become department chairs and to share strategies during professional development days. We provide a supportive climate and acknowledge our teachers for all of their hard work throughout the school year.