
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. Our school's FY24 PM 2 FAST winter diagnostic data indicates that, 62% of our students in 3rd-5th grades are not performing on grade level. Subgroup PM1 (retro) PM2 (retro) Overall 21 38 BLACK 18 34 HISPANIC 26 44 WHITE 100 100 ELL 7 *12 FRL 21 *37 SWD 14 *23 Grade Level ELA Proficiency 3rd Grade - 36% 4th Grade -27% (Major Concern) 5th Grade - 52%

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 effectively • Students are experiencing major gaps in foundational knowledge & skills • A large number of our students need tiered support

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are: • Professional development and professional learning team meetings focusing on identifying and disseminating best practices in an effort to eliminate ineffective practices • Small grouping/intervention pullouts for our struggling students • Enrichment opportunities for gifted/enrichment students • Creating a more structured system of professional development, by providing evidence of the transference of knowledge to classroom instruction.

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

• Communication

We can strengthen the PFEP to support ELA by enhancing communication with parents on the following platforms: Facebook Twitter Instagram Classroom Dojo Flyers Robo Calls/emails Newsletters

- **Parent Training**

We will strengthen the PFEP to support ELA by offering: • Parent trainings to support parents/families as they work with their students at home (ELA)
• Families opportunities for more input on the trainings they would like to see. • Hybrid parent trainings

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**

We will strengthen the PFEP to support ELA by offering staff trainings to: • Assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA)

- Accessibility

We will school strengthen the PFEP to support ELA, by improving accessibility (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) in the following ways: • Possibly provide trainings in various locations (take the trainings out to the community). • Host virtual meetings and recordings for parents who are unable to physically attend. • Ensuring that parents are and community members with physical restrictions are aware of the ramps, elevators, and handicapped accessible restrooms available • Ensuring that our families are aware that 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 FY24 FAST Math PM 2 data, 76% of our students in grade 3rd-5th are currently NOT proficient. Subgroups Proficiency PM1 (retro) PM2 (retro) Overall 7 25 BLACK 5 *21 HISPANIC 11 *31 MULTI 0 50 WHIT 0 100 ELL 0 *12 FRL 7 *26 SWD 0 *19 Grade Level Proficiency 3rd Grade - 28% 4th Grade - *12% (Major Concern) 5th Grade - 33%

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 (B.E.S.T. Standards) • Teachers do not possess the capacity to facilitate collaboration and planning effectively • Teachers are 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 • Parents are not familiar with how students are utilizing technology for assessing

3. Share possible solutions that address the root causes.

- More professional development and Professional learning team meetings focusing on identifying and disseminating best practices in an effort to eliminate ineffective practices
- Provide opportunities for tutoring for struggling students
- Small group enrichment/intervention pullouts for students
- Differentiation in instruction for students need additional support
- 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)
- Add technology (computer classes) to the fine arts wheel
- Schoolwide math fair.

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

• Communication

We will strengthen the PFEP to support Math by: • Communicate student math assessment data in a more effective manner (parent friendly reports & explanations) • Facilitate parent/student data chats after each PM cycle • Incorporate various means of informing parents of trainings (Facebook, twitter, instagram, etc.)

• Parent Training

We will strengthen the PFEP to support Math by: • Providing parent trainings that may be offered to support parents/families as they work with their students at home (Math) • Providing families opportunities for more input on the trainings they would like to see • Offering hybrid trainings for parents

- Recording and posting trainings
- Focus in basic math concepts - (Math all around us)
- 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

School will: • Provide more trainings, parent chats and correspondence to help parents to understand MATH standards and strategies • Communicate student data in a more effective manner

- **Students**

Students will... • Commit to being fully engaged in the learning process • Take ownership of their learning

- **Parents**

Parents will... • Ensure that students are present and on time for school daily • Encourage and support in the acquisition of basic math facts and concepts

- **Staff Training**

We will strengthen the PFEP to support Math by: • Providing staff trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math)

- **Accessibility**

Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families • Provide trainings in various locations (take the trainings out to the community). • Ensure that our CLF attends all meetings to provide translation to those who need it • Ensure that all backpack documents and posting are translated to Spanish

Science

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

1. List prioritized needs statements.

Based on data from FY24 NGSS PM 2,72% of our 5th grade students are not performing on grade level in Science. Subgroup 2023 Overall 46 BLACK 39 HISPANIC 59 MULTI 100 WHITE ELL 25 FRL 44 SWD 0 * Areas of Concern: Nature of Science (49%) & Earth & Space Science (39%)

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 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 • 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 • Lack of understanding of assessed science concepts (parents)

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

• Communication

We will strengthen the PFEP to support Science by: • Communicate student science assessment data in a more effective manner (parent friendly reports & explanations) • Facilitate parent/student data chats after each PM cycle • Incorporate various means of informing parents of trainings (Facebook, twitter, instagram, etc.)

• Parent Training

We will strengthen the PFEP to support Science by: • Providing parent trainings that may be offered to support parents/families as they work with their students at home (Science) • Providing families opportunities for more input on the trainings they would like to see • Offering hybrid trainings for parents • Recording and posting trainings • Focus on Scientific process and Nature of Science • Multiple offerings of the various science trainings throughout the school year

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

- **School**

School will... • Provide more trainings, parent chats and correspondence to help parents to understand Science standards and strategies • Communicate student data in a more effective manner

- **Students**

Students will... • Commit to being fully engaged in the learning process • Take ownership of their learning

- **Parents**

Parents will... • Ensure that students are present and one time for school daily • Encourage and support in the acquisition of basic science concepts - Nature of Science

- **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)

- **Accessibility**

Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families • Provide trainings in various locations (take the trainings out to the community). • Ensure that our CLF attends all meetings to provide translation to those who need it • Ensure that all backpack documents and posting are translated to Spanish

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: \$1,644.75

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils, binders, pens, cardstock, folders, notebooks.	1	\$1,644.75	General Supplies	Original	\$1,644.7

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: \$98,607.00

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze data during professional learning community meetings, model best practices and strategies, and plan and deliver professional development activities to build the capacity of all teachers in Math and Social Studies in grades K-5.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$83,745.00

Acct Description	Description
Teacher Parent Liaison	Teacher Parent Liaison will coordinate activities with parents and the community as well as providing academic support to teachers and students.

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 daily.

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-Baker	Assistant Principal
Sherry Vargo	SSCC
Cassandra Moreland	IB Coordinator
Christine Boldin	Parent Liaison
Alfedia McCloud	Guidance Counselor
Jermaine Austin	Behavior Health Professional
Donna Cohick	ELL Coordinator
Karen Eure	Supplemental Academic Intervention Teacher
Cathleem Levy	ESE Contact
Tamara Dowdell	SAC Chair

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 gather input from stakeholders during monthly SAC Meetings held on the first Wednesday of every month from 5:30 p.m. to 6:30 p.m. Stakeholders will have a chance to give their input on the SWP during these meetings. The feedback provided will be recorded and used to further develop the SWP.

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

During the School Advisory Council (SAC) meetings, stakeholders provided input regarding the allocation of Title I funds to enhance parent and family engagement. Following thorough deliberations, stakeholders reached a consensus to increase the allocation of Title I funds for Parent Training and Supplies. Parents expressed a strong preference for receiving resources that could be utilized at home to facilitate and bolster academic learning.

Name	Title
Dr. Karen Abrams	Principal
Syrenthia Boldin-Baker	Assistant Principal
Sherry Vargo	SSCC
Christine Boldin	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 2, 2024, from 4:30 -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 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 24-25 School Compact FY 24-25 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 explore effective strategies aimed at fostering a sense of belonging and inclusion for all families within our school community. The focus will be on creating an environment where families feel not only welcomed but also valued as integral members of our school.

- 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/evaluations -Parent-teacher conference notes (that show two-way communication)

- Month of Training

September 2024

- 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

- 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 Effectively Communicate Student Data With Families

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

In this training, staff will learn how to conduct positive and helpful parent-teacher conferences. They will learn effective communication techniques for data chats and how to assist parents in interpreting and explaining data to their children to support school efforts at home.

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

This training will enable teachers to conduct effective parent-teacher conferences centered on student data.

- What will teachers submit as evidence of implementation?

Teachers will submit samples of parent-teacher conference notes, evidence of data chats, and/or shared data reports as evidence of implementation.

- Month of Training

January 2025

- 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

- 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 research-based strategies to support student academic learning at home. Specifically, the ELA PLA will cover the following reading & writing topics: Writing across content areas, 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?

This training will provide parents with research-based strategies for using at home to support their children's schoolwork. The anticipated outcome is an increase in ELA proficiency.

- Date of Training

October 2024

- Responsible Person(s)

Tye'Quan Howze & Shelia McKenzie

- Resources and Materials

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

- Amount (e.g. \$10.00)

131.00

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 research-based strategies to support student academic learning at home. Specifically, the Math & Science PLA will cover the following math and 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 2025

- Responsible Person(s)

Derrick Boldin & Telica Abrams

- Resources and Materials

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

- Amount (e.g. \$10.00)

131.00

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 the PM 3 F.A.S.T Test expectations in ELA, Math, and NGSS Science and strategies for assisting students emotionally during testing time.

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

Parents will be given a practice copy of the test so they can see what students will experience. Additionally, parents will receive training on how to reduce student anxiety and provide emotional support to students.

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

Parents will receive strategies on standards-based questions 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 2025

- Responsible Person(s)

Syrenthia Baker

- Resources and Materials

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

- Amount (e.g. \$10.00)

131.00

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 - 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 Monthly Parent Calendars

- **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 -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 (Call-outs) -Flyers with RSVP attachment -SAC Meetings -Dojo posts

- 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' mental health 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.
- 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

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;
- 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

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 host a Kindergarten Kick-Off (formerly Kindergarten Round-Up) event. 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 Kick-off. Pre-K students can experience being a Kindergartener during the last week of school 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