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

ELA

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

1. List prioritized needs statements.

Our school achievement goal for ELA is to have 50% of our students scoring level 3 or above. Progress Monitoring 2 (PM2) indicates that 33% of our students in grades 6-10 are predicted to score a level 3 or above on the FAST assessment. ELA PM2 data in grades 6-10 is at 34% which is 16% away from achieving our school goal.

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

Root causes for the data represented are • A large number of students require intensive support decoding and comprehending grade level text. • Students lack instructional strategies to complete complex tasks • Teachers require training/support to plan and deliver effective instruction to align to the full rigor of standards. • Teachers struggle to implement strategies for differentiated instruction for struggling readers. • Teachers need more standards base resources in addition to the district resources on Blender • Parents need strategies and resources on how to support and monitor student learning at home • School has limited technology resources to support the District approved curriculum in ELA

3. Share possible solutions that address the root causes.

The possible solutions to address the root causes are as follows: Academics: • Provide teachers with instructional support from an Instructional Coach to help with build teacher capacity • PD refresher and new teacher training for differentiated instruction. • Classroom management training to manage classroom disruptions • Provide additional opportunities for students to practice and receive support for remediation (tutorial, online subscriptions, small group setting) improve students academics • Purchase additional resources to help support the core instruction and small group. Parental Involvement: Have a Community resource person to assist parents with accessing resources and support with attendance or anything else they may need to support student success Provide training/programs for parents to help support their child at home.

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

• Communication

Increase and keep open communication with parents through SIS, Parent Link, school marquee , social media and bi-weekly progress reports and ELA newsletter.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) provide more opportunities to parents that help increase student fluency in reading and understanding questions through a quarterly Reading Academy.

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

- **School**

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

- **Students**

Students will be held accountable for completing assignments and attending tutorial and the quarterly reading academy.

- **Parents**

Parents will be held accountable for their child's school work and communicate with the teachers and school. Attend the quarterly Reading Academy provided by the 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) provide staff with the skills to better help the parents understand the curriculum and technology platform to help students at home.

- **Accessibility**

Provide accommodations for families with language facilitations and disabilities, various meeting times and support from McKinney Vento for homeless families, support from Migrant program for migrant families

Math

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

1. List prioritized needs statements.

Our school achievement goal for Math is to have 50% of our students in grades 6-8 scoring level 3 or above; Algebra 1 and Geometry 60% of our students scoring level 3 and above. • Math PM2 data in grades 6-8 is at 39.5% which is 9.5% away from achieving our school goal. • Algebra 1 Mid-term data is at 37% which is 23% away from achieving our school goal. • Geometry Mid-term data is at 46% which is 14% away from achieving our school goal.

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

The root causes that address the needs assessment are as follows: • Student's lack the capacity to solve word-problems and arithmetic computation on standards where they cannot use calculators. • Students at our school are slower and need additional time to practice to increase mastery and efficiency at problem solving. • Students have difficulties depicting relevant information from word problems. • Students are missing adequate instruction due to attendance issues. • Due to a lack of foundational knowledge a large number of students are not performing on grade level. • Teachers need support with planning and delivering and analyzing data to align to the rigor of the standards. • Teachers need training and support in analyzing data fro differentiated instruction. • Parents need resources and training to help students improve foundational knowledge in math.

3. Share possible solutions that address the root causes.

The possible solutions to support the root causes are: • Provide teachers with professional development (i.e, Pre-teaching concepts, vocabulary,explicit instruction and cooperative learning) to improve instructional delivery and student success. • Strategy instruction focused on five common problem-solving strategies (know, find, set-up, solve, and check for understanding • Provide teachers with a Math Coach to help support with planning and analyzing data to improve instructional practices • Provide students with practice and remediation through tutorial and online subscriptions to help improve students math skills Parental Involvement • Collaborate with community organizations to help provide resources to support students and families.

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

- **Communication**

Keep open communication with parents through SIS, Parent Link, school marquee 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 and information on standards and assessments during Math Family Night.

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

- **School**

School will continue to provide support in the areas of need and provide training for parents. Communicate school wide expectations for teachers, students and parents. Provide a safe learning environment for all students. Provide teachers and students with supplies to ensure they are prepared to complete their school work.

- **Students**

Students will complete daily classwork and homework and give parent/guardians all notices and information received from the school.

- **Parents**

Parents will get involved by attend meetings and participate in decision related to their child's education and grades in math.

- **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 (Math) by helping with more ways to involve parents with the content and strategies.

- **Accessibility**

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

Science

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

1. List prioritized needs statements.

Our school achievement goal for science is to have 40% of our students in grade 8 scoring at level 3 and above; Biology 55% of our students scoring level 3 or above. • Science grade 8 Winter diagnostic data reflects that we are at 34% which is -6% of achieving our school goal. • Biology the mid-term data reflects we are at 43% which is -12% of achieving our school goal.

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

The root causes for the needs assessment in Science are as follows: Grade 8 • Teacher need support with planning and implementing reading strategies for struggling students to help student understand the scientific process • Student behavior is hindering learning • Students have difficulties depicting relevant information from informational text • Parents need training to help support students with understanding the scientific process and projects Biology • Students lack knowledge of the scientific process and struggle with labs and scientific observation • New/beginning teachers need support with adjusting to the content, planning and analyzing data • Teacher needs PD/training to help with Biology curriculum and strategies to help increase student learning.

3. Share possible solutions that address the root causes.

Provide teachers with the following: • Content literacy training to help with struggling students and reading strategies (PD) • Classroom management training to help with behavior interventions (PD) • Support from Instructional Coach with planning, analyzing data, additional science resources and modeling lessons. Provide students with the following • Provide students with practice and remediation through tutorial and online subscriptions to help improve students improve in science Parental Involvement • Collaborate with community organizations to help provide resources to support students and families. • Provide training and resources to support students and families with science concepts.

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

- **Communication**

Keep open communication with parents through SIS, Parent Link, school 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, projects and technology programs to help students at home. Provide updated information on standards and assessments.

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

- **School**

School will continue to provide support in the areas of need and provide training for parents. Communicate schoolwide expectations for teachers, students and parents. Provide a safe learning environment for all students. Send messages to parents of school events and student assignments

- **Students**

Students will engage in the lesson to better understand content and complete assignments. Will read for 30 minutes every day and complete homework.

- **Parents**

Parents will make sure students are ready everyday and complete assignments. Ensure students go to bed on time, arrive to school on time and get a proper breakfast.

- **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 research-based and district approved strategies to help students with understanding the content.

- Accessibility

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

Social Studies

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

1. List prioritized needs statements.

Our school achievement goal for Social Studies is to have 50% of our students in Civics scoring level 3 or above. US. History goal is to have 60% of our students scoring a level 3 or above. • Civics Winter diagnostic data reflects that we are at 48% which is -2% short of achieving our school goal. • U.S. History Mid-term data reflects that we are at 55% which is -5% short of achieving our school goal.

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

The root cause for the needs assessment are: • Student behavior is a distraction from teachers being able to effectively teach the lesson • A large number of students are below reading level which is hindering them from being able to read and comprehend complex informational text • Teachers are struggling to effectively provide literacy strategies for struggling students • Teachers struggle with implementing differentiating instruction as it relates to social studies. • Parents need more opportunities to obtain training to better help their child with social studies content

3. Share possible solutions that address the root causes.

Solutions to the root causes are: • Provide a schoolwide mentor/incentive program to motivate students to do better in school. • Provide teachers with professional development on differentiating instruction and content literacy strategies to support the learning of all students.. • Provide students with opportunities to remediate/supplement learning by providing tutorial and online subscriptions • Provide teachers with a Literacy Coach to help with reading strategies, planning, small group and modeling lessons. Parental Involvement Provide parents with a parent education program to help them understand social studies content.

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

- **Communication**

Keep open communication with parents through SIS, Parent Link, school marquee 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) by providing a parent education program to help parents understand the content and a Social Studies Fair or Parent Night.

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

- **School**

School will continue to provide support in the areas of need and provide training for parents. Communicate school wide expectations for teachers, students and parents. Provide a safe learning environment for all students

- **Students**

Students will do homework given by teachers (regular class weekly, EOC class biweekly) and give parents/guardians all notices and information

- **Parents**

Parents will attend meetings and participate in decisions related to their child's 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

Provide accommodations for language and disabilities, various meeting times and support from McKinney Vento for homeless families, support from Migrant program for migrant families. Also contact agencies to attend meetings with teachers, admin and parents about available resources.

Acceleration Success

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

1. List prioritized needs statements.

Based on lagging data it reflects that less than 10% of our students took and passed an Industry certification test that counts towards the school's acceleration points.

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

The root cause for this needs assessment are • Classes are comprised of mixed levels of students that lead to students distractions that affect learning • Master scheduling did not place students in correct courses for their grade level to be able to take the correct certification test • Teachers would like professional development to help better prepare the students for the certification exams. Parents are not aware of the course and programs that the school offers for acceleration.

3. Share possible solutions that address the root causes.

Possible solutions that would address the root causes are: • Scheduling students into correct grade level course for Industry certification. • Provide teachers with Industry cert PD to better provide effective instruction to prepare students for exam • Provide parents with information on the benefits of our acceleration program

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

- Communication

Keep open communication with parents through SIS, Parent Link, school 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) provide information towards advances courses and certification placement courses

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

- School

School will continue to provide support in the areas of need and provide training for parents. Communicate school wide expectations for teachers, students and parents. Provide students with the proper materials and instruction to be successful in accelerated courses.

- Students

Students will complete all assignments and homework. Study and attend tutoring for preparation for certification exams.

- Parents

Parents will attend meetings and participate in decisions related to their child's education and opportunities for accelerated courses.

- 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)by having constant communication with parents on the importance of receiving industry certification and Advance Placement courses.

- Accessibility

Provide accommodations for language and disabilities, various meeting times and support from McKinney Vento for homeless families, support from Migrant program for migrant families. Provide accommodations for students with disabilities and support where needed.

Graduation Rate

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

1. List prioritized needs statements.

School graduation goal is reach a 100% graduation rate. Based on student tracking data system at the current mid-point our current graduation rate is at 90%.

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

The root cause for this needs assessment is based on the following • Some students have not met the reading and math requirement due not having passed the FY23 FAST test. • Students missing adequate instruction due to not attending school and/or classes regularly which affects grades and/or credits. • Students missing the required community service points due to a lack of resources and places to complete the community service requirements.

3. Share possible solutions that address the root causes.

• Provide tutorial for students missing course credits and that need to meet the reading and math assessment requirement. • Utilize our Community Resource person to make home visits and meet with students and parents to prioritize attendance. • Meet with community organizations to help provide students with various options for community service opportunities to meet graduation requirement.

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

• Communication

Keep open communication with parents through SIS, Parent Link, school 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) to help with completing financial aid forms and college applications , financial aid forms and staying on track with graduation requirements.

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

- **School**

School will continue to provide support in the areas of need and provide training for parents. Communicate school wide expectations for teachers, students and parents. Provide a safe learning environment for all students.

- **Students**

Students will receive opportunities to plan ahead and track their graduation requirements and college readiness. Students will receive opportunities for small group tutorial during and after school.

- **Parents**

Parents will be involved in all meetings pertaining to the child and the school concerning the education of the students and graduation requirements.

- **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) to help parents and students stay on track for graduation and academic progress.

- **Accessibility**

Provide accommodations for language and disabilities, various meeting times and support from McKinney Vento for homeless families, support from Migrant program for migrant 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: \$239,954.25

Acct Description	Description																																																						
Classroom Teacher	Teacher will provide math instruction for students in grades 6-8 for Algebra 1 in a smaller class setting.																																																						
Classroom Teacher	Teacher will provide instruction for students performing below grade level in reading grades 6 -12.																																																						
Supplies	<table border="1"> <thead> <tr> <th data-bbox="464 423 1241 537">Item</th> <th data-bbox="1241 423 1388 537">Quantity</th> <th data-bbox="1388 423 1551 537">Rate</th> <th data-bbox="1551 423 1726 537">Supply Type</th> <th data-bbox="1726 423 1892 537">Type</th> <th data-bbox="1892 423 2030 537">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 537 1241 654">White Copy Paper (per case)</td> <td data-bbox="1241 537 1388 654">324</td> <td data-bbox="1388 537 1551 654">\$44.61</td> <td data-bbox="1551 537 1726 654">General Supplies</td> <td data-bbox="1726 537 1892 654">Original</td> <td data-bbox="1892 537 2030 654">\$14,453.64</td> </tr> <tr> <td data-bbox="464 654 1241 771">Spiral notebooks (case of 12)</td> <td data-bbox="1241 654 1388 771">30</td> <td data-bbox="1388 654 1551 771">\$44.79</td> <td data-bbox="1551 654 1726 771">General Supplies</td> <td data-bbox="1726 654 1892 771">Original</td> <td data-bbox="1892 654 2030 771">\$1,343.70</td> </tr> <tr> <td data-bbox="464 771 1241 888">Expo markers (4pk)</td> <td data-bbox="1241 771 1388 888">80</td> <td data-bbox="1388 771 1551 888">\$5.69</td> <td data-bbox="1551 771 1726 888">General Supplies</td> <td data-bbox="1726 771 1892 888">Original</td> <td data-bbox="1892 771 2030 888">\$455.20</td> </tr> <tr> <td data-bbox="464 888 1241 1005">Colored card stock paper (per ream)</td> <td data-bbox="1241 888 1388 1005">30</td> <td data-bbox="1388 888 1551 1005">\$31.00</td> <td data-bbox="1551 888 1726 1005">General Supplies</td> <td data-bbox="1726 888 1892 1005">Original</td> <td data-bbox="1892 888 2030 1005">\$930.00</td> </tr> <tr> <td data-bbox="464 1005 1241 1122">Pens</td> <td data-bbox="1241 1005 1388 1122">1</td> <td data-bbox="1388 1005 1551 1122">\$27.66</td> <td data-bbox="1551 1005 1726 1122">General Supplies</td> <td data-bbox="1726 1005 1892 1122">Original</td> <td data-bbox="1892 1005 2030 1122">\$27.66</td> </tr> <tr> <td data-bbox="464 1122 1241 1239">Colored Copy Paper</td> <td data-bbox="1241 1122 1388 1239">30</td> <td data-bbox="1388 1122 1551 1239">\$4.97</td> <td data-bbox="1551 1122 1726 1239">General Supplies</td> <td data-bbox="1726 1122 1892 1239">Original</td> <td data-bbox="1892 1122 2030 1239">\$149.10</td> </tr> <tr> <td data-bbox="464 1239 1241 1356">Two pocket three prong folders (48 per case)</td> <td data-bbox="1241 1239 1388 1356">20</td> <td data-bbox="1388 1239 1551 1356">\$36.90</td> <td data-bbox="1551 1239 1726 1356">General Supplies</td> <td data-bbox="1726 1239 1892 1356">Original</td> <td data-bbox="1892 1239 2030 1356">\$738.00</td> </tr> <tr> <td data-bbox="464 1356 1241 1472">Pencils (72 per box)</td> <td data-bbox="1241 1356 1388 1472">80</td> <td data-bbox="1388 1356 1551 1472">\$13.99</td> <td data-bbox="1551 1356 1726 1472">General Supplies</td> <td data-bbox="1726 1356 1892 1472">Original</td> <td data-bbox="1892 1356 2030 1472">\$1,119.20</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	White Copy Paper (per case)	324	\$44.61	General Supplies	Original	\$14,453.64	Spiral notebooks (case of 12)	30	\$44.79	General Supplies	Original	\$1,343.70	Expo markers (4pk)	80	\$5.69	General Supplies	Original	\$455.20	Colored card stock paper (per ream)	30	\$31.00	General Supplies	Original	\$930.00	Pens	1	\$27.66	General Supplies	Original	\$27.66	Colored Copy Paper	30	\$4.97	General Supplies	Original	\$149.10	Two pocket three prong folders (48 per case)	20	\$36.90	General Supplies	Original	\$738.00	Pencils (72 per box)	80	\$13.99	General Supplies	Original	\$1,119.20
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Acct Description	Description							
	Item	Quantity	Rate	Supply Type	Type	Total		
Online subscription	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$607.25	General Supplies	Original	\$607.25		
Out-of-system Subs	BT 491424 reducing line. Review note for information	1	-\$1,501.50	General Supplies	Budget Transfer	-\$1,501.5		
	Item	Quantity	Rate	Type	Total			
	Study Island will be used for remediation and additional practice for students in ELA, Math, Science and Social Studies grades 6-12.	1	\$8,366.50	Original	\$8,366.5			
Classroom Teacher	Teacher will provide instruction for students performing below grade level in math grades 9-12.							
	BT491424 increasing line, review notes for information	1	\$1,501.50	Budget Transfer	\$1,501.5			
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	7 Substitutes Half Days for the 0.5 Math Teacher position #20004541	1	\$19.00	7	3.5	1	Original	\$466.00
	7 Substitutes days for the 1.0 Math Teacher position #20003210 and 7 Substitutes days for the 1.0 Reading Teacher position #10102972	2	\$19.00	7	7	1	Original	\$1,862.00

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: \$178,303.08

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Chart paper	10	\$34.99	General Supplies	Original	\$349.90
	White copy paper (per case)	5	\$44.61	General Supplies	Original	\$223.05
	Pens (blk/blue) 12pk	10	\$6.99	General Supplies	Original	\$69.90
	Chart markers	10	\$10.49	General Supplies	Original	\$104.90
Travel in-county	Item	Quantity	Rate	Type	Total	
	AICE Cambridge PD to provide professional development to new teachers of current strategies and course to implement in the Global Perfective. Boca Raton, FL (Sept/Oct.) 1(Registration - \$504, Transportation - \$56.33)	1	\$560.33	Original	\$560.33	
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 2025) - 2(Registration - \$1,000, Transportation - \$260, Lodging - \$627, Per Diem - \$102)	1	\$3,978.00	Original	\$3,978.00	

Acct Description	Description																	
Single School Culture Coordinator	SSCC will analyze data that will inform instructional practices, provide and support the implementation of PD, facilitate PLC's, and support common planning with teachers in all content areas.																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="424 380 1012 462">Item</th> <th data-bbox="1012 380 1165 462">Quantity</th> <th data-bbox="1165 380 1289 462">Rate</th> <th data-bbox="1289 380 1388 462">Days</th> <th data-bbox="1388 380 1499 462">Hours</th> <th data-bbox="1499 380 1623 462">Weeks</th> <th data-bbox="1623 380 1772 462">Certified</th> <th data-bbox="1772 380 1900 462">Type</th> <th data-bbox="1900 380 2018 462">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Civics and U.S. History teachers will meet by departments to plan collaboratively for each semester using FY24 PM3 data as a baseline to plan for the upcoming school year. Two meetings 1 in July/August to plan for first semester and 1 in December. using FY25 PM2 data to plan for second semester.	3	\$25.00	1	7	2	Certified	Original	\$1,050.00									
	Math teachers will meet by departments to plan collaboratively for each semester using FY24 PM3 data as a baseline to plan for the upcoming school year. Two meetings 1 in July/August to plan for first semester and 1 in December. using FY25 PM2 data to plan for second semester.	10	\$25.00	1	7	2	Certified	Original	\$3,500.00									
ELA teachers will meet by departments to plan collaboratively for each semester using FY24 PM3 data as a baseline to plan for the upcoming school year. Two meetings 1 in July/August to plan for first semester and 1 in December/January using FY25 PM2 data to plan for second semester	10	\$25.00	1	7	2	Certified	Original	\$3,500.00										

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Science and Biology teachers will meet by departments to plan collaboratively for each semester using FY24 PM3 data as a baseline to plan for the upcoming school year. Two meetings 1 in July/August to plan for first semester and 1 in December. using FY25 PM2 data to plan for second semester.	4	\$25.00	1	7	2	Certified	Original	\$1,400.00	
Coach	Math Coach will be responsible for observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area.									

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: \$46,896.17

Acct Description	Description									
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	CLF to attend parent trainings and meetings to translate information	2	\$27.00	2	1	1	Non-Certified	Original	\$106.00	

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	White Copy Paper (per case)	30	\$44.61	General Supplies	Original	\$1,338.30
	Post it notes (18 pads per bx)	15	\$19.73	General Supplies	Original	\$295.95
	Sharpie (blk) markers (12 pk)	1	\$23.23	General Supplies	Original	\$23.23
	Refreshments for parent trainings	100	\$3.00	Program Supplies	Original	\$300.00
	Envelopes (large box)	15	\$25.71	General Supplies	Original	\$385.65
	Blue Pens (per box)	15	\$6.99	General Supplies	Original	\$104.85
	Black Pens (per box)	15	\$6.99	General Supplies	Original	\$104.85
	Chart Paper	15	\$34.99	General Supplies	Original	\$524.85
	Legal Notepads (12 pk)	25	\$29.04	General Supplies	Original	\$726.00
	Small Notepads (12 pk)	25	\$13.86	General Supplies	Original	\$346.50
	Colored Copy Paper	29	\$4.97	General Supplies	Original	\$144.13
	Chart Markers (8pk)	14	\$10.49	General Supplies	Original	\$146.86
Postage	Item	Quantity	Rate	Type	Total	
	Postage to mail notification of parents/events to 450 families for 2 mailings.	4	\$68.00	Original	\$272.00	
Community Resource Person	Community Resource will be used to coordinate community resources and allocate school-based resources to students at all grade 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 (including all student contact and 10 days preceding the start of the school year)					

Acct Description	Description
Overtime	Overtime for CLFs (2) to assist with parent trainings (2 days, 3 hours, 2 wks)

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 to prepare for the 2025 school year we met with them in February 2024 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 in September or October (TBA) 2024, 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 2024.

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
Luis Paniagua	Single School Culture Coordinator

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?

Our Title I Annual Meeting will be held on October 10, 2024 at 6:00pm in the auditorium on the high school campus.

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

How can teachers increase Parent and Family engagement?

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

Staff will learn family engagement strategies to support social and emotional learning that will foster a learning environment where students feel emotionally safe, motivated and challenged. Providing this type of training will help teachers communicate to students and parents opportunities to practice and reflect on social and emotional competencies that are developmentally appropriate for students to be engaged and empowered to share their perspective.

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

The impact of this training will support parents and students to set meaningful goals and develop a plan to foster deep academic learning . This includes Fostering academic mindsets, belonging and emotional safety, and community building. Teachers will understand that when students understand that the classroom is a place for everyone, they're more likely to speak up, get involved and participate in the learning process.

- What will teachers submit as evidence of implementation?

Surveys from parents lesson plans Student academic goal plan Parent communication (conference, newsletter, call log)

- Month of Training

September 2024

- Responsible Person(s)

Luis Paniagua and Veronica Shaw

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

- 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 Staff Communicate with Families: Learning How to Promote Family Engagement

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

Staff members will learn the importance of strong communication skills with parent. Staff members will model good communication strategies with parents and families. Staff members will learn how to communicate effectively with parents during conferences or meetings with families.

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

The expectation of this training is to have teachers understand that positive communication is one of the most powerful tools that staff can use with families. Teachers will learn ways to practice good communication to engage families and promote a positive school and family partnership. This includes: The "Right" Time to Communicate with families, Conducting an Individual Conferences,

- What will teachers submit as evidence of implementation?

Notes from parent meetings Staff training questionnaire Family Interest Inventory Samples of positive correspondence to parents (newsletters, emails, call logs, etc.)

- Month of Training

February 2025

- Responsible Person(s)

Luis Paniagua and Veronica Shaw

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

- 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

Are You Ready? College and Career preparation

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

Parents will be provided three components of college readiness which include college awareness, college eligibility, and college/career preparedness. Parents and students will be able to obtain information on college application process, FAFSA and career programs.

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

The interactive component will be to interact with presenters from local postsecondary schools, complete online college applications and financial aid application. Career students will apply for trade/technical programs.

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

The expected impact of this training is to keep students and families on track for future success. Parents and students will knowledgeable and prepared to meet application requirements and deadlines for their postsecondary education.

- Date of Training

October 2024

- Responsible Person(s)

Betsy Smith, Earlean Golphin, Shaneka Bryant

- Resources and Materials

Computers, pens, printed applications, printed FAFSA

- Amount (e.g. \$10.00)

100.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

F.A.S.T Academy

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

This academy will inform parents of testing requirements and expectations for students in grades 6-10 in the content areas of ELA/Reading, Math/Algebra, Science (8th grade /Biology) and Social Studies (Civics/US History). This training will also provide parents with access to strategies that they can use to help their child with at home.

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

The hands-on component will be that parents and students will get to practice test taking strategies with sample passages, problems and tests to experience the F.A.S.T for themselves.

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

The impact of this training is to create a home and school connection to increase student achievement in all tested content areas. This training will provide parents with the necessary information to use at home and help prepare students for the upcoming F.A.S.T test.

- **Date of Training**

January 2025

- **Responsible Person(s)**

Ms. Twiggs, Mr. Tabuteau, Mr. Succes, Ms. Lunford, Ms. Shaw and Mr. Paniagua

- **Resources and Materials**

PowerPoint, sample tests, passages, strategy handouts, pens, pencils, highlighters

- Amount (e.g. \$10.00)

100.00

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

- Amount (e.g. \$10.00)

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 sharing of the school compact, PFEP summary, Parents Right to Know, Title I Annual meeting, SAC meetings, 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.

The evidence that will be uploaded include: Screenshots of social media, school website postings and marquee photo Parent call out transmissions from Parent Link Meeting invitation and flyers Handout: School compact, PFEP summary, Parent's Right to Know

- 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 Title I Annual meeting, SAC meetings, conferences, and curriculum night which will cover school data, 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/Invitation Meeting Agendas Sign-in sheets Presentation/handouts Conference notes Evaluation forms

- Description

Parents will be informed of the academic assessments that are used to measure student progress during parent conferences, IEP/504 meetings and parent/curriculum 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/Invitations Meeting Agendas Sign in sheets Handouts Conference notes Progress reports Evaluation forms

- **Description**

Parents will be informed about opportunities to participate in the educational decision making of our students by inviting them to join our SAC and stakeholder meetings via parent link calls, social media and flyers/mailouts.

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

Flyers/Invitations Agendas Sign-in sheets Meeting notes Evaluation forms

- **Description**

In efforts to accommodate the families that cannot attend all of our school meetings (IEP/LEP/Conferences), activities and events , we will offer various days and times (a.m, p.m.). Time will also be set aside for home visits and 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 Meeting notes/home visit logs 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, Behavior Health Person, 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, PM) 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/CAP) 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. Our IB, AVID and AICE course teachers are provided professional development that is out of county/state to support instruction and teacher knowledge. 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.