

The School District of Palm Beach County

Pahokee Elementary School



2017-18 School Improvement Plan

Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

www.edline.net/pages/pahokee_elementary_school

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/1/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pahokee Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The Mission of Pahokee Elementary 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.

b. Provide the school's vision statement

The Vision of Pahokee Elementary School is to build a community of learners using literacy as our primary focus of instruction. Faculty, students, parents, and community are committed to establishing a learning environment that promotes literacy and life long learning.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers will read books and share information about different cultures with their students. Students will create a presentation/show and tell about their culture and the cultures of others. Different cultures are also studied through IB Units of Inquiry. Teachers are able to understand and respect the culture/mannerisms of their students. The school participates in the Kermesse to culminate our celebration of cultures.

Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations:

- Provide Professional Development training or collegial support for teachers who are in need of help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Attend the school wide Social Emotional Training to help with establishing and Maintaining Effective Relationships with Students (Morning Meetings)
- Attend Area and District provided Professional Development on multicultural trainings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provide professional development to staff on increasing positive interactions with students;

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Pahokee Elementary is committed to creating an environment where students feel safe and respected before, during, and after school. Supervision is provided 30 minutes prior to the start of each school day. School wide positive behavior matrices posted and enforced throughout the school. Classroom rules are established, posted, and enforced. Rules are reiterated often such as, before school, in the hallways, library, restrooms, cafeteria, on the playground, and after school. To meet the emotional needs in the classroom, teachers allow students to express their opinions and share their goals without fear of being embarrassed. Students are also knowledgeable of emergency procedures.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pahokee Elementary has a systematic approach for implementing proactive school-wide discipline. The universal guidelines (STARS) are safe always, terrific attitude, awesome minds, respectful learners, and sensational stars (green). The purpose of STARS is to improve school climate and prevent student problem behaviors across all school settings. Teachers have also established clear classroom behavior expectations with logical and fair responses to misbehavior using a color coded behavior chart and Classroom Dojo. Students are motivated to put forth their best effort, to persevere and have pride in their work. School wide positive behavior matrices posted and enforced throughout the school.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pahokee Elementary has established a culture that encourages students to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively handle challenging social situations. We have employed a staff who fulfills the role of mentors and offers an ecosystem of support that raises student confidence in their abilities and their future possibilities. The entire Pahokee Elementary staff had been trained to conduct Morning Meeting daily which allows our students the freedom to share with their peers. We are also implementing a male and female mentoring program, as well as an MTSS specialist and guidance counselor who will provide additional support to students with specific needs. These supports will help students overcome the risk factors that can lead to problems such as educational

failure, dropping out of school, and involvement in delinquent activities, including gang crime and drug abuse.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Pahokee Elementary School has identified the students who have attendance, behavioral, and academic concerns. An individualized plan (PMP and SBT) has been created to help each student succeed. Teachers are aware of the students who are exhibiting these early warning indicators and were a part of the decision making. The school has created morning meetings, mentoring clubs, and guidance sessions to improve learning and provide strategies to help close the academic achievement gap as well improve discipline.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	9	15	7	6	9	0	0	0	0	0	0	0	62
One or more suspensions	1	0	6	7	6	11	0	0	0	0	0	0	0	31
Course failure in ELA or Math	23	27	31	56	35	40	0	0	0	0	0	0	0	212
Level 1 on statewide assessment	0	0	0	31	30	32	0	0	0	0	0	0	0	93

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	5	9	37	28	31	0	0	0	0	0	0	0	119

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- SAI, iii, LLI, small group differentiated instruction, adaptive technology
- Planned discussions, goal setting for identified students, and ongoing monitoring
- Notification procedures for parents, agency, and community outreach
- Parent liaison connects students and their families to needed school-based and community resources
- Academic student led conferences

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pahokee Elementary has a mutually supportive relationship with our local community and business partners; Palm Beach County Public Library System, City of Pahokee, Back to Basic Angel Inc., and Bridges at Pahokee. Our partners have committed themselves to specific goals and activities that benefit our school and improve the education experience of the students.

- Bridges at Pahokee provides the school with a multitude of resources and increased access to quality afterschool and summer programs.
- Palm Beach County Library System is continually dedicated to providing our students with opportunities to gain free access to library materials, encouraging the students to develop a love of reading, learning, and libraries, and promotes individual student achievement through reading and life-long learning.

Pahokee Elementary has built and sustained partnerships with local community for the purpose of securing and utilizing resources to support the school and student achievement while providing our partners with an enhanced goodwill and a stronger presence in the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Abrams, Karen	Principal
Boldin, Christine	Teacher, K-12
Cowan, Sanquetta	Instructional Coach
Levy, Cathy	Teacher, K-12
McCloud, Alfredia	Guidance Counselor
Boldin, Syrenthia	Other
Pace, Shacrea	Teacher, K-12
Cohick, Donna	Teacher, K-12
Rigsby, Latoya	Assistant Principal
Moreland, Cassandra	Teacher, K-12
Rhodes, Dorothy	Instructional Coach
Petithomme, Betty	Instructional Media

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team:

- facilitates the development of the school improvement plan
- monitors, assesses, and amends the school improvement plan
- advances policies and procedures that enhance achievement and meet educational, safety, and parent involvement goals
- builds the capacity of the school to address parent and staff concerns
- builds the capacity of the school to improve in the following areas:
 - o Curriculum
 - o School Climate
 - o Classroom management/discipline
 - o Parent involvement
 - o Consults with the principal and makes recommendations regarding budget
 - o Staff development
 - o Instructional materials

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, ELL Contact, Reading Coach, Math Coach, Learning Team Facilitator (LTF), Guidance Counselor, Magnet Coordinator, and classroom teachers. The Principal provides a common vision for the use of the data-based decision-making to ensure:

- a sound, effective academic program is in place
 - a process to address and monitor subsequent needs is created
 - the School Based Team (SBT) is implementing the Rtl processes
 - assessment of Rtl skills of school staff is conducted
 - fidelity of implementation of intervention support is documented
 - adequate professional development to support Rtl implementation is provided
 - effective communication with parents regarding school-based Rtl plans and activities occurs.
- The Principal and Leadership Team collaborate to establish and communicate instructional goals for school success and manage resources to support the school's instructional program.

Title I, Part A: Funds are utilized to improve the educational opportunities for all students. Academic Coaches will provide ongoing professional development, model lessons, and provide instructional support to teachers.

Academics: Teachers attend weekly learning team meetings to explore strategies that address curriculum, instruction, assignments, and assessments and their relation to improving student achievement. Teachers also attend weekly collegial planning sessions to collaborate and develop rigorous lessons.

Title I, Part C - Migrant

Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Pahokee Elementary has a Migrant Pre-K program.

Title II

District receives supplemental funds for improving basic education programs and technology for classrooms. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

Title X- Homeless

District Homeless Social Worker and school provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Assign a McKinney-Vento Contact to work directly with the district's McKinney-Vento Program (MVP) team to collaboratively address educational, social-emotional, and physical needs of students experiencing homelessness.

SAI

SAI fund will be used to remediate Level 1 and 2 struggling readers in grads 2,3 and 4.

Violence Prevention Programs

Pahokee Elementary is implementing mentoring programs to help students overcome the risk factors that can lead to problems such as educational failure, dropping out of school, and involvement in delinquent activities, including gang crime and drug abuse. In October, we will join STOMP Out Bullying in observing National Bullying Prevention Month. The goal is to encourage our community to work together to stop bullying and cyberbullying by increasing awareness of the prevalence and impact of bullying on all children of all ages.

Single School Culture and Appreciation for Multicultural Diversity

Different cultures are studied through IB Units of Inquiry which enables all teachers to understand and respect the culture/mannerisms of their students. The school participates in the Kermesse to

culminate our celebration of cultures.

Nutrition Programs

School Food Service provides free breakfast for all student at Pahokee Elementary. The Fruit and Vegetable Program provides all students with a healthy snack. Starting in October, families will be provided dinner prior to afterschool program dismissal.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Karen Abrams	Principal
Paula Holloway	Parent
Editha Smith	Teacher
Irma Paniagua	Parent
Josefa Hernandez	Parent
Marilu Baltazar	Parent
Natasha Beckles	Parent
Shirley Wallace	Business/Community
Guy Johnson	Parent
Tomekia Johnson	Parent
Latoria Huston	Parent
Andrea Peterkin	Parent
Syrenthia Boldin	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Pahokee Elementary School in conjunction with SAC updates and evaluates the school improvement plan on an ongoing basis. SAC participated in the decision-making process for the implementation and outcomes of key instruction/intervention strategies as well as professional development, parent involvement, and technology strategies from the current year.

b. Development of this school improvement plan

Pahokee Elementary School ensures that all stakeholders (administration, faculty, staff, students, parents, business partners, and community members) are involved in the school planning process. The planning process is used to align all major programs at PES to improve teaching and learning. The ten components of a school-wide program are implemented throughout the planning process: implementing and updating the plan with all stakeholders; receiving technical assistance from the Bridges at Pahokee consultant; conducting team, grade level, and cross grade level meetings to

analyze student data; modifying strategies based on student needs and key error patterns; annually updating the comprehensive needs assessment with summative assessments; reviewing current scientifically based research and best practices to guide instruction; identifying at risk students and providing increased learning time during and after school; and conducting ongoing assessments to determine student growth and needs.

c. Preparation of the school's annual budget and plan

SAC assists in the preparation and evaluation of the school improvement plan and annual budget. PES and SAC meets regularly to review and discuss the Title I budget and how it aligns with the school improvement plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Purchased student agendas for primary grades - \$637.06

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abrams, Karen	Principal
Pace, Shacrea	Teacher, K-12
Boldin, Syrenthia	Other
Boldin, Christine	Teacher, K-12
Rigsby, Latoya	Assistant Principal
Rhodes, Dorothy	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT major initiative is to improve the implementation of the balanced literacy model. The components include guided reading, shared reading, read aloud, independent reading, and word study.

The leadership team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs, Comprehensive Intensive Reading Plan, and

- scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers
- Reflect on practice to improve instruction
- Conduct a literacy parent involvement night

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

PES conducts weekly collaborative planning sessions, weekly PLCs, ongoing professional development, ongoing content area trainings, technology refreshers, and ongoing IB planning sessions to ensure teachers are knowledgeable of and are implementing effective, research-based instructional strategies (the strategies also places emphasis on meeting the needs of specific subgroups (minority, poverty, LEP, special education)) to strengthen the core academic program within the school. New teachers are also paired with school based mentors to encourage positive working relationships.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Teachers are given the opportunity to take on leadership roles and provided supplements.
- Ongoing professional development is provided to staff.
- New Teachers are mentored by Highly Qualified Teacher.
- Faculty members receive the Glades Supplement.
- Ongoing professional development for IB magnet schools is provided.
- New positions are updated and posted on the District website.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Pahokee Elementary pairs novice teachers with more experienced teachers to serve as role models and provide practical support and encouragement. The mentors are highly qualified and provide support to new teachers through modeling, coaching, observing, debriefing and collaborating. Monthly meetings are held with the Assistant Principal and mentors for new teachers.

All new teachers participate in the district funded, Educator Support Program (ESP). This program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. A district assigned mentor is also appointed to support the new teachers and to ensure that they are actively participating in the ESP.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

To ensure Pahokee Elementary's core instructional programs and materials are aligned to Florida's Common Core standards teachers will attend school based and cadre trainings for core subjects facilitated by the regional team and district's curriculum department. The Florida standards and instructional practices are reviewed and discussed in Weekly PLCs and weekly collaborative planning sessions. Teachers will implement the resources (Daily Routines Daily Warm-Ups, resources for differentiating instruction, activities for centers, Exemplary Tasks and/or Lesson Ideas, Supplemental lessons, Adaptive Technology, Unit Assessments, and Formative Assessments) that are made available by the district's curriculum team on Blender.

The Reading and Math Coaches plan with teachers, model lessons, assist with differentiating instruction, and facilitate small group instruction to ensure the standards are being implemented in the classroom with fidelity.

The district curriculum department will provide the teachers with Supplemental lessons, Unit Assessments, and instructional support.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The data is used to drive instruction and improve student learning. Teachers engage in quality professional learning to ensure that effective instruction is delivered to the students and the data is used to determine what adjustments in the instruction and lesson planning are needed. Instruction is modified or supplemented for students having difficulty attaining the proficient or advanced level on state assessments. Teachers allow students to use manipulatives to complete tasks, work in cooperative learning groups, and participate in small group instruction. Modifications are also made when completing assessments; extended time is provided, assessments are shortened, students are allowed to use their notes, ELL strategies are included, and activities are used according to the learning style of the students. The supplemental program, Leveled Literacy Intervention (LLI) is also used with students to assist them in moving towards reading on grade level.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,520

Pahokee Elementary will utilize an extra hour of Reading instruction during the school day for reading and math enrichment and remediation. iReady will be used to provide teachers with data-driven insights needed to determine exactly where to focus their instructional time to ensure all students are on track to meet these more rigorous expectations and to succeed on the accompanying assessments. Additional professional development is provided to teachers throughout the program implementation.

Strategy Rationale

Additional instructional time to increase students skills and mastery of concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Abrams, Karen, karen.abrams@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady Diagnostic Assessments
Biweekly Assessments,
Conferring notebooks
Florida Standards Quiz (FSQ)
Unit Standards Assessment (USA)
Leveled Literacy Intervention (LLI)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Pahokee Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Pahokee Elementary conducts Kindergarten Roundup activities with local day care and head start programs to inform them of the expectations of the state and district. Parents are given access to the district website and a packet of information which includes expectations for kindergarten students. Kindergarten students are given a staggered start schedule for the first two days of school. They are also encouraged to visit classrooms prior to enrollment. Parents are provided a Kindergarten readiness sheet and activities to work with students at home. Information regarding parent meetings is provided to all local preschools.

Pahokee Elementary recognizes that one of the most difficult transitions for students is from elementary to middle school. Therefore, students are given the opportunity to visit the middle school campus and participate in an orientation. The middle school guidance counselor also visits Pahokee Elementary to engage the students in activities that lessen their concerns, build their confidence, reduce their anxiety, and provides them with information about the changes that early adolescents may experience.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we cognitively engage students in rigorous and relevant standards-based instruction, then student achievement will increase in all content areas.

- G2.** If we implement effective and relevant instruction to meet the needs of all students, then we will increase reading achievement by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we cognitively engage students in rigorous and relevant standards-based instruction, then student achievement will increase in all content areas. 1a

G094969

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers and students have limited understanding of the FSA standards and assessment.
- Teachers have limited understanding of pedagogy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady, iStation, classroom libraries, Go Math Series, Fountas & Pinnell kits, Reading Eggs, Continuum of Literacy, LLI, model classrooms, school based lab sites, teacher facilitated professional development, and professional library

Plan to Monitor Progress Toward G1. 8

Attendance logs, anecdotal notes, feedback from informal classroom walk throughs, lesson plans, learning goals and scales, student work samples, and student data

Person Responsible

Karen Abrams

Schedule

Monthly, from 9/5/2017 to 6/4/2018

Evidence of Completion

Teacher iObservation data and increase in student growth as measured by diagnostic and Florida Standards Assessment.

G2. If we implement effective and relevant instruction to meet the needs of all students, then we will increase reading achievement by 3rd grade. 1a

G094970

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	43.0

Targeted Barriers to Achieving the Goal 3

- Disconnect from lesson planning to effective lesson delivery

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize common core companion
- SAI and Reading Coach/Resources Teachers
- Differentiated standards-based instruction professional development

Plan to Monitor Progress Toward G2. 8

Administration will monitor iReady, District Diagnostic Assessments, FSQ, and USA.

Person Responsible

Karen Abrams

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Assessment reports from Unify and iReady

Plan to Monitor Progress Toward G2. 8

Monitor data from school-wide computer based programs.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Florida Standards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we cognitively engage students in rigorous and relevant standards-based instruction, then student achievement will increase in all content areas. 1

G094969

G1.B1 Teachers and students have limited understanding of the FSA standards and assessment. 2

B255585

G1.B1.S1 Academic coaches model best practices and strategies while providing opportunities for push in support and pull out support for all students that need additional academic support and for students that will benefit from enrichment activities. 4

S270123

Strategy Rationale

Additional instructional time to increase and develop a deeper understanding of skills needed to master concepts.

Action Step 1 5

Provide Academic tutors to help teachers maximize their use of instructional time in order to increase and deepen their understanding of skills needed to master concepts.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Sign-in sheets, collaborative planning notes, lesson plans, and student work samples.

Action Step 2 5

Provide students and teachers with additional materials to support instruction in the classroom.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/1/2017 to 4/13/2018

Evidence of Completion

Reqs and POs

Action Step 3 5

Academic Tutors will provide instruction to students.

Person Responsible

Latoya Rigsby

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Schedule, roster of students, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Evidence of assessments, student work samples, and tracking of students' progress on assessments in student data binders and student portfolios.

Person Responsible

Karen Abrams

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Teachers and students will select samples for student data binder and student portfolio, DFS forms from PLCs that track student performance (strengths and weaknesses), and student data tracking forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensuring fidelity of differentiated instruction is addressing all students' needs within the classroom.

Person Responsible

Karen Abrams

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Learning goals and scales, focus calendar, lesson plans, classroom walkthrough, PLCs. and conference notes.

G1.B2 Teachers have limited understanding of pedagogy. 2

B255586

G1.B2.S1 Provide teachers with on-going professional development through IB, LSI Marzano, lesson modeling, data chats, collaborative planning, and lesson planning. 4

S270124

Strategy Rationale

To develop pedagogy.

Action Step 1 5

Develop a community of collaboration and professional growth through Professional Learning Communities.

Person Responsible

Syrenthia Boldin

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Sign in sheets, collaboration notes, and assessment data.

Action Step 2 5

Plan professional development centered around IB, LSI and FSA standards.

Person Responsible

Karen Abrams

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Agenda, sign-in sheets, and exit ticket feedback

Action Step 3 5

Ms. Cowan will use the coaching model to support teachers.

Person Responsible

Karen Abrams

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Coaching log, schedule, and conference notes

Action Step 4 5

Teachers will attend workshops in Atlanta at the Center for the Advancement and Study of International Education, FLIBS in St. Pete, and SRA in Tampa.

Person Responsible

Cassandra Moreland

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

TDE and agendas/programs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Professional development team will meet and plan differentiated professional development.

Person Responsible

Karen Abrams

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets and planning notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meet with teachers prior to conference to establish expectations.

Person Responsible

Karen Abrams

Schedule

Quarterly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers' effective use of best practices and strategies.

Person Responsible

Karen Abrams

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Teacher collaboration and increase in student achievement as measured by the FSA.

G2. If we implement effective and relevant instruction to meet the needs of all students, then we will increase reading achievement by 3rd grade. **1**

 G094970

G2.B4 Disconnect from lesson planning to effective lesson delivery **2**

 B255593

G2.B4.S1 Promote a school culture of learning and growth for all by providing professional development opportunities on the effective implementation of standards-based instruction. **4**

 S270125

Strategy Rationale

Develop teacher capacity and shared accountability of lesson planning and implementation.

Action Step 1 **5**

Leadership Team will provide differentiated professional development/support based on needs assessment.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/4/2017 to 6/5/2018

Evidence of Completion

Agenda, sign in sheets, conference notes, lesson plans, student work samples, assessment data

Action Step 2 **5**

Mrs. Rhodes will provide instruction to support targeted students.

Person Responsible

Dorothy Rhodes

Schedule

Daily, from 8/7/2017 to 6/4/2018

Evidence of Completion

Schedule, roster of students, lesson plans

Action Step 3 5

Mrs. Rhodes will use the coaching model to support teachers.

Person Responsible

Idell Clark

Schedule

Daily, from 8/14/2017 to 6/4/2018

Evidence of Completion

Coaching schedule, Coaching notes

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will monitor and evaluate professional development provided.

Person Responsible

Karen Abrams

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Assessment data and conference notes

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration will compare formative and summative assessment data. Adjustments will be made as needed.

Person Responsible

Karen Abrams

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Assessment data and conference notes

G2.B4.S2 Provide academic parent trainings to support learning at home. 4

S270126

Strategy Rationale

The limited understanding of the standards impede student learning at home.

Action Step 1 5

Build parent capacity through parent trainings, family involvement nights, school activities, and parent-teacher collaborations to drive student learning and achievement.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/5/2017 to 9/28/2018

Evidence of Completion

Invitations, agendas, sign-in sheets, and minutes

Action Step 2 5

The parent liaison will bridge the gap between the school and the parents/community as well as provide trainings to increase reading and math proficiency.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/5/2017 to 9/28/2018

Evidence of Completion

Invitations, agendas, sign-in sheets, parent feedback

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Planning committee will meet to schedule school functions and parent trainings.

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Notes from planning meetings, evaluations from trainings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Conduct parent and student surveys

Person Responsible

Latoya Rigsby

Schedule

Monthly, from 9/5/2017 to 5/28/2018







Evidence of Completion

Agenda, sign in sheets, and completed surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 A361423	Provide students and teachers with additional materials to support instruction in the classroom.	Rigsby, Latoya	9/1/2017	Reqs and POs	4/13/2018 monthly
G1.B1.S1.A1 A361422	Provide Academic tutors to help teachers maximize their use of instructional time in order to...	Rigsby, Latoya	8/28/2017	Sign-in sheets, collaborative planning notes, lesson plans, and student work samples.	5/11/2018 monthly
G2.B4.S2.MA1 M386085	Conduct parent and student surveys	Rigsby, Latoya	9/5/2017	Agenda, sign in sheets, and completed surveys	5/28/2018 monthly
G1.B2.S1.MA3 M386081	Meet with teachers prior to conference to establish expectations.	Abrams, Karen	9/4/2017	Meeting notes	5/28/2018 quarterly
G1.B1.S1.A3 A361424	Academic Tutors will provide instruction to students.	Rigsby, Latoya	8/28/2017	Schedule, roster of students, and lesson plans	6/1/2018 daily
G1.B1.S1.MA1 M386077	Ensuring fidelity of differentiated instruction is addressing all students' needs within the...	Abrams, Karen	9/5/2017	Learning goals and scales, focus calendar, lesson plans, classroom walkthrough, PLCs. and conference notes.	6/1/2018 daily
G2.MA2 M386088	Monitor data from school-wide computer based programs.	Rigsby, Latoya	9/5/2017	Florida Standards	6/1/2018 monthly
G1.B1.S1.MA1 M386078	Evidence of assessments, student work samples, and tracking of students' progress on assessments in...	Abrams, Karen	9/5/2017	Teachers and students will select samples for student data binder and student portfolio, DFS forms from PLCs that track student performance (strengths and weaknesses), and student data tracking forms.	6/1/2018 daily
G1.B2.S1.MA1 M386079	Teachers' effective use of best practices and strategies.	Abrams, Karen	9/5/2017	Teacher collaboration and increase in student achievement as measured by the FSA.	6/1/2018 weekly
G1.B2.S1.MA1 M386080	Professional development team will meet and plan differentiated professional development.	Abrams, Karen	8/28/2017	Sign-in sheets and planning notes	6/1/2018 weekly
G2.B4.S2.MA1 M386086	Planning committee will meet to schedule school functions and parent trainings.	Rigsby, Latoya	9/5/2017	Notes from planning meetings, evaluations from trainings.	6/1/2018 monthly
G2.B4.S1.MA1 M386084	Administration will monitor and evaluate professional development provided.	Abrams, Karen	9/5/2017	Assessment data and conference notes	6/1/2018 biweekly
G2.MA1 M386087	Administration will monitor iReady, District Diagnostic Assessments, FSQ, and USA.	Abrams, Karen	9/5/2017	Assessment reports from Unify and iReady	6/1/2018 biweekly
G2.B4.S1.MA1 M386083	Administration will compare formative and summative assessment data. Adjustments will be made as...	Abrams, Karen	9/5/2017	Assessment data and conference notes	6/1/2018 biweekly
G1.MA1 M386082	Attendance logs, anecdotal notes, feedback from informal classroom walk throughs, lesson plans,...	Abrams, Karen	9/5/2017	Teacher iObservation data and increase in student growth as measured by diagnostic and Florida Standards Assessment.	6/4/2018 monthly
G1.B2.S1.A3 A361427	Ms. Cowan will use the coaching model to support teachers.	Abrams, Karen	8/14/2017	Coaching log, schedule, and conference notes	6/4/2018 weekly
G1.B2.S1.A1 A361425	Develop a community of collaboration and professional growth through Professional Learning...	Boldin, Syrenthia	8/14/2017	Sign in sheets, collaboration notes, and assessment data.	6/4/2018 weekly
G1.B2.S1.A4 A361428	Teachers will attend workshops in Atlanta at the Center for the Advancement and Study of...	Moreland, Cassandra	9/4/2017	TDE and agendas/programs	6/4/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A2  A361430	Mrs. Rhodes will provide instruction to support targeted students.	Rhodes, Dorothy	8/7/2017	Schedule, roster of students, lesson plans	6/4/2018 daily
G2.B4.S1.A3  A361431	Mrs. Rhodes will use the coaching model to support teachers.	Clark, Idell	8/14/2017	Coaching schedule, Coaching notes	6/4/2018 daily
G1.B2.S1.A2  A361426	Plan professional development centered around IB, LSI and FSA standards.	Abrams, Karen	8/14/2017	Agenda, sign-in sheets, and exit ticket feedback	6/4/2018 weekly
G2.B4.S1.A1  A361429	Leadership Team will provide differentiated professional development/ support based on needs...	Rigsby, Latoya	9/4/2017	Agenda, sign in sheets, conference notes, lesson plans, student work samples, assessment data	6/5/2018 monthly
G2.B4.S2.A1  A361432	Build parent capacity through parent trainings, family involvement nights, school activities, and...	Rigsby, Latoya	9/5/2017	Invitations, agendas, sign-in sheets, and minutes	9/28/2018 monthly
G2.B4.S2.A2  A361433	The parent liaison will bridge the gap between the school and the parents/ community as well as...	Rigsby, Latoya	9/5/2017	Invitations, agendas, sign-in sheets, parent feedback	9/28/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we cognitively engage students in rigorous and relevant standards-based instruction, then student achievement will increase in all content areas.

G1.B1 Teachers and students have limited understanding of the FSA standards and assessment.

G1.B1.S1 Academic coaches model best practices and strategies while providing opportunities for push in support and pull out support for all students that need additional academic support and for students that will benefit from enrichment activities.

PD Opportunity 1

Academic Tutors will provide instruction to students.

Facilitator

Marison De Jesus, Dorothy Rhodes

Participants

Teachers, Academic Tutors

Schedule

Daily, from 8/28/2017 to 6/1/2018

G1.B2 Teachers have limited understanding of pedagogy.

G1.B2.S1 Provide teachers with on-going professional development through IB, LSI Marzano, lesson modeling, data chats, collaborative planning, and lesson planning.

PD Opportunity 1

Plan professional development centered around IB, LSI and FSA standards.

Facilitator

Administration, Teachers, Academic Coaches, and Leadership Support Team

Participants

Teacher

Schedule

Weekly, from 8/14/2017 to 6/4/2018

PD Opportunity 2

Ms. Cowan will use the coaching model to support teachers.

Facilitator

Academic Coach/Resource Teacher

Participants

All Teachers

Schedule

Weekly, from 8/14/2017 to 6/4/2018

PD Opportunity 3

Teachers will attend workshops in Atlanta at the Center for the Advancement and Study of International Education, FLIBS in St. Pete, and SRA in Tampa.

Facilitator

Conference Facilitators

Participants

Selected teachers

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide Academic tutors to help teachers maximize their use of instructional time in order to increase and deepen their understanding of skills needed to master concepts.				\$3,530.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A		\$3,530.25
<i>Notes: salary and benefits for temporary out-of-system tutor</i>						
2	G1.B1.S1.A2	Provide students and teachers with additional materials to support instruction in the classroom.				\$0.00
3	G1.B1.S1.A3	Academic Tutors will provide instruction to students.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A		\$33,171.23
<i>Notes: Salary and benefits for Resource Teacher.</i>						
4	G1.B2.S1.A1	Develop a community of collaboration and professional growth through Professional Learning Communities.				\$0.00
5	G1.B2.S1.A2	Plan professional development centered around IB, LSI and FSA standards.				\$7,366.31
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1101 - Pahokee Elementary School	Title I, Part A		\$7,366.31
6	G1.B2.S1.A3	Ms. Cowan will use the coaching model to support teachers.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A		\$36,577.28
<i>Notes: Salary and benefits for .5 Coach (S. Cowan)</i>						
7	G1.B2.S1.A4	Teachers will attend workshops in Atlanta at the Center for the Advancement and Study of International Education, FLIBS in St. Pete, and SRA in Tampa.				\$0.00
8	G2.B4.S1.A1	Leadership Team will provide differentiated professional development/ support based on needs assessment.				\$0.00
9	G2.B4.S1.A2	Mrs. Rhodes will provide instruction to support targeted students.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A		\$33,171.23
			<i>Notes: Salary and benefit for .5 Resource teacher (I. Clark)</i>			
10	G2.B4.S1.A3	Mrs. Rhodes will use the coaching model to support teachers.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: .5 Literacy Coach (I. Clark)</i>			
11	G2.B4.S2.A1	Build parent capacity through parent trainings, family involvement nights, school activities, and parent-teacher collaborations to drive student learning and achievement.				\$3,336.11
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1101 - Pahokee Elementary School	Title I, Part A		\$3,336.11
			<i>Notes: Supplies for parent trainings include paper, ink, chart paper, refreshments for parent trainings, highlighters, Kindergarten Round-up materials, card stock, gallon baggies, O rings</i>			
12	G2.B4.S2.A2	The parent liaison will bridge the gap between the school and the parents/ community as well as provide trainings to increase reading and math proficiency.				\$28,370.87
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1101 - Pahokee Elementary School	Title I, Part A	1.0	\$28,370.87
			<i>Notes: Salary and Benefits for Parent Liaison</i>			
					Total:	\$182,100.56