
Title I Comprehensive Schoolwide Plan
Pahokee Elementary (1101)

Title I Comprehensive Schoolwide Plan - Pahokee Elementary (1101)

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	33	26	27	37	45
Gains	50	50	47	58	60
Lowest 25% Gains	67	56	53	53	60

1. According to data, what are your top priorities? Include needs assessment statements.

According to the data, our top priorities for the school is to improve Reading proficiency. Our overall Reading Proficiency is 37%. Students are lacking foundational Skills necessary to master grade level standards and expectations in Reading. Teachers do not fully understand the standards. 63% of our students are not performing on grade level in ELA.

2. List the root causes for the needs assessment statements for your top priorities.

Based on the data, some of the root causes for our top priorities in our need assessments are:
 Teachers are not sharing best practices;
 Not utilizing collaboration and using planning time effectively;
 Teachers not taking ownership to their own professional growth.

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are:
 More professional development focused on identifying and disseminating best practices, in an effort to eliminate ineffective practices.

 Creating a more structured system of Professional Development, by providing evidence of the transference of Knowledge to classroom instruction.

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

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Facebook
Twitter
Classroom dojo
Flyers
Robo Call

Parent Learning Academy (PLA)

Professional Development
Professional Learning Communities

Our school has ramps for physical restrictions and we will host virtual meetings for parents that are unable to physically attend.

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

School

Students

Parents

To strengthen the compact to support ELA as a school we can provide more trainings and correspondence to help parents understand the ELA standards and strategies.

To strengthen the support for students, we will provide more standards based support.
We will also provide more pull out support and tutoring.

To strengthen the support to parents, we will continue with the Parent Learning Academies addressing ELA strategies that parents can use at home.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Gains	63	53	39	54	65
Lowest 25% Gains	48	31	39	43	65

1. According to data, what are your top priorities? Include needs assessment statements.

According to the data, our top priority is to increase the percentage of math gains in the lowest 25%. The data indicated that 57% of our students in the lowest 25% did not show any gains.

2. List the root causes for the needs assessment statements for your top priorities.

Some of the root causes for the low percentages in the lowest 25% include:

- Lack of understanding of how to best use small group instruction;
- Utilizing data to drive instruction;
- Teacher do not understand the standards fully;
- Teachers are not sharing best practices;
- Not utilizing collaboration and using time effectively;

3. Share possible solutions that address the root causes.

Professional development on Small Group instruction.
 More Professional Development focuses on identifying and disseminating best practices in an effort to eliminate ineffective practices.
 More standard based planning.

4. How will school strengthen the PPEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

Facebook
Twitter
Classroom dojo
Flyers
Robo Call

Parent Learning Academy (PLA)

Professional Development

Professional Learning Communities

Our school has ramps for physical restrictions and we will host virtual meetings for parents that are unable to physically attend.

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

School

Students

Parents

To strengthen the compact to support Math as a school we can provide more trainings and correspondence to help parents understand the Math standards and strategies.

To strengthen the support for students we will provide more standards based and hands on instruction and support. We will also continue to provide pull out support and tutoring

To strengthen the support to parents, we will continue with the Parent Learning Academies addressing Math strategies that parents can use at home.

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	31	33	38	23	50

1. According to data, what are your top priorities? Include needs assessment statements.

According to the data, 72% of our students were not proficient.

2. List the root causes for the needs assessment statements for your top priorities.

Based on the data, some of the root causes for our top priorities in our need assessments are:

- Science text changed;
- Not enough time to teach the standards;
- Students not coming with the necessary prior knowledge;

3. Share possible solutions that address the root causes.

Some of the possible solutions to address the root causes are:

- More standards based planning;
- More hands on and experimentation;
- Science coach to help with planning, labs and pull outs.

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

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Facebook Twitter Classroom dojo Flyers Robo calls	Parent Learning Academy (PLA)	Professional Development Professional Learning Communities	Our school has ramps for parents with physical restrictions and we will host virtual meetings for parents that are unable to physically attend.

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

School	Students	Parents
To strengthen the compact to support Science as a school, we can provide more trainings and correspondence to help parents understand the Science standards.	To strengthen the support for students, we will provide more standards based support, more labs and hands on instruction. We will also provide more pull out support.	To strengthen the support to parents, we will continue with the Parent Learning Academies addressing Science strategies that parents can use at home

Action Step	Implement a parent engagement program that develops on going communications and host parent trainings, including Kindergarten Round-up, that provide instructional strategies for families to use at home to increase academic achievement.	Budget Total: \$31,744.26
--------------------	---	-------------------------------------

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison will provide parent trainings and resources that will build capacity to support academics and social well-being
Parent Support by School Staff	Teachers will present effective strategies for assisting students at home during the Parent Family Engagement training (9 teachers x 3 times per year for 2 hours at \$25 hr = 1350)
Supplies	Supplies for parent communication and parent trainings: Sheet protectors (3 @ \$7.44 = 22.32), 1" binders (40 @\$4.55 =\$182), chart paper (3 @ \$78.44 = \$235.32), chart markers (18 @ \$7.54 = 135.72), copy paper (3 cases @ 31.03 =\$93.090, colored paper (15 reams @ \$3.95 each=\$59.25), colored and white card stock (20 @ \$16.99=\$339.88)

Action Step	Plan for differentiated instruction, small group support (push-in/push-out), and afterschool tutorial that will provide targeted intervention for students identified using various data sources such as FSA, diagnostics, iReady, RRR, SRI, and modeling of instruction.	Budget Total: \$93,591.55
--------------------	---	-------------------------------------

Acct Description	Description
Resource Teacher	Math resource teacher will provide small group instruction through pull out model for grades 3-5.
Resource Teacher	Resource teacher for reading and math grades K-5 to do pull out for small group instruction.

Tutorial	Certified teachers for grades 4-5 writing and science after school tutorials beginning Jan - March for 8 weeks. (4 teachers x \$25 hr x 1 hour x 2 days a week for 16 weeks)
Supplies	Instructional supplies for student and teacher use: 1.5' binders one for each student K-5 (400 @ \$5 = \$2000), copy paper (3 cases @ @ 31.03 = \$93.09), pencils 24 pk(31@ 1.61= \$49.91)
Out-of-system Tutors (Long Term)	Out of system non-certified tutor for Reading grades K-5 will work with small groups of students in need of remediation through pull out and push in starting September through May (5 days per week, 6 hours a day @ \$15 for 30 weeks)
Out-of-system Subs	3.5 days of subs for resource teacher in case of absence. (3.5 days x Daily rate of \$106.54 for Glades schools)

Action Step	Continue to offer on-going professional development that focuses on building teachers' capacity in analyzing achievement data effectively, creating data driven lessons, and sharing best practice in instructional delivery and assessment	Budget Total: \$102,439.71
--------------------	---	--------------------------------------

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator will analyze data during professional learning communities meetings, model best practices and strategies, as well as plan and deliver professional development to build the capacity of all teachers in grades K-5.
Supplies	Supplies to support the implementation of PLCs and teacher trainings: 3 cases of paper @\$31.03 =93.09, 3 Chart paper - 8 packs @\$78.44 =\$235.32, 2 sticky notes 24 packs @ \$32.99 =65.98, 6 packs of sheet protectors @ \$7.44 =44.64

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.

Mission Statement

Our school recognizes the importance of forming a strong partnership with parents, families, and community members in order to positively impact the students in our school. Therefore we strive to build relationships to create purposeful family engagement for every child, every family, every teacher, every day.

Involvement of Stakeholders

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

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.	
Name	Title
Dr. Karen Abrams	Principal
LaToya Rigsby	Assistant Principal
Josefa Hernandez	SAC Chair
Tarchur Tomlin	Parent Liaison

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.
When selecting members for this group, we elected to include representatives from the following group: Administrative Staff Teachers

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.
We will receive input from stakeholders through SAC Meetings that are held - the 1st Wednesday of every month. Meetings are from 5:30pm- 6:30pm Stakeholders will have a chance to give their input of the SWP, by providing input and making decisions during our monthly SAC meetings. The feedback provided will be recorded and or documented to use for the SWP.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.
Stakeholders, will be able to provide input at SAC meetings as to how the Title I funds would be used to support parent and family engagement. It was decided that more funds would be used for Parent Training and Supplies for parent trainings. Parents want to be able to walk away with materials that can be used at home to help support the academic learning at home.

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.	
Name	Title
Dr. Karen Abrams	Principal
LaToya Rigsby	Assistant Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual 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.

Brief Narrative

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

October 21st 2020 at 10:00 am -11:00am
Virtual Meeting

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

Teachers, parents and the community stakeholders will be notified of the Annual Meeting in the following ways
-School Marquee
-Call out

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

PowerPoint (CLF will be on hand to help translate)
Agenda (English/Spanish)
Sign-In Sheet (English/Spanish)

Staff Trainings

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

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Effective Ways to	Teachers/staff will be provided various strategies for effectively sharing student data with parents.	Better understanding between parents and teachers of the potential academic	Data Chat log between parent/teacher	November	Syrenthia Boldin

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Fostering a Colobarati	Staff at Pahokee Elementary will be provided strategies to implement to ensure that PES is	To generate a positive School Culture for Staff, Parents and the surround	Staff/Parent/Community Surveys	January/February	Syrenthia Boldin

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Effective Ways to Communicate Student Data to Parents	40	Based on the research presented, teachers were able to see the importance of various strategies used to effectively	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Data chat logs and feedback information from parents	Teachers realized that they often utilize educational lingo that	Provide more resources. Training should be ongoing.

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result Of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program Of learned through this training?	What went well with the training?	What improvements ould be made and what steps will you implement to make the raining more effective?
Fostering a Collaborative & Postive School Culture	0	We did not have a chance to complete - because of COVID-19 SHUT DOWN	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

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

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Parent Technology Training	To support student learning at home, parents will be able to navigate the Google classroom and access various platforms such as Iready and SuccessMaker. Parents will also be provided with supplemental digital resources to extend student learning outside of school hours and during	Parents will participate as students in the virtual classroom. The parent will navigate the various platforms as a student and learn how too to upload	Due to parent enhanced level of comprehension, parents will be able to better assist the students at home.	November 2020	L. Rigsby T. Tomlin	Digital Device	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
PLA - Parent Learning Academy	Parents will receive training in ELA, MATH and Science (K-5) Parents will receive information on standards that students in those grade levels struggle with. Parents will be taught a lesson virtually and given an assignment to work on and strategies to help them work through it.	Parents will participate as students in the virtual classroom learning experience.	As a result of this training, parents will be able to reinforce strategies at home with their children, which will help enhance the learning at home. This will impact grades (K-2) by having more	FEBRUARY 2021	L. Rigsby T. Tomlin	Digital Device	

Parent and Family Capacity Building Training #3 (PFEPStep6)

Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
FSA Night/Literacy Night	3rd grade parents will receive an in depth overview of the FSA test in ELA and Math. This information is vital for parents and students since these students will be 1st time test takers	Parents will visit Breakout Rooms to Listen to ELA and MATH Information that will be important for parents and students as it pertains to the FSA.	Parents will receive strategies on standards based questions to help them prepare their children at home. The anticipated impact on student achievement is that with the help of	March 2021	L. Rigsby T. Tomlin	Digital Device	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Parent Learning Academy 1	75	Parents recieved important strategies to work wih thier children at	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Increase in test scores in grades 3-5 in ELA	Parents were able to recieve Reading strategies that they can use at home with their children. Parents enjoyed the hands on activities.	Longer sessions - there were 3 (25 min) rotations More sessions for Primary students in grades (K-2)

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Parent Learning Academy #2	65	Parents recieved important strategies to work wih thier children at	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Increase in test scores in grades 3-5	Parents were able to recieve ELA, Math and Science strategies that they can use at home with their children. Parents enjoyed the hands on activities.	Longer sessions - there were 3 (25 min) rotations More sessions for Primary students in grades (K-2)

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
FSA Night	25	Parents recieved important strategies to work wih thier children at	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NO FSA TEST	Praents received information/strategies to use at home to help their children prepare for the FSA.	Advertise a little better to get a larger turnout from the 3rd grade parents.

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.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Bridges of Pahokee	Bridges of Pahokee, a local community agency sponsors monthly training for parents to assist their children with the development and	Sign In sheets Agendas Copies of Material	Bi-Montly

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Loula V. Yorke Library	School provides opportunites for students to obtain a county library card. Parents are trained through literacy family involvement	Sign in sheets Agenda Copies of Material	As needed

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
City of Pahokee	The City of Pahokee has supported Pahokee Elementary families with various academic initiatives. These initiatives include: Financial	District Partnerships Agreement	As needed

Communication

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

<p>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.</p>	<p>List evidence that you will upload based on your description.</p>
<p>The school will provide timely information about the Title I programs in the following ways:</p> <ul style="list-style-type: none"> -School Marquee -Text Messages 	<ul style="list-style-type: none"> Picture of Marquee Flyers Sign In sheets
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>School will inform parents about curriculum at the school and proficiency levels students are expected to meet in the following ways:</p> <ul style="list-style-type: none"> -Parent Teacher Conferences 	<ul style="list-style-type: none"> Picture of Marquee Flyers Sign In Sheets
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>The school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards in the following ways:</p> <ul style="list-style-type: none"> -Parent Teacher conferences 	<ul style="list-style-type: none"> Picture of Marquee Flyers Sign In Sheets
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>The school will inform parents about opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children in the following ways:</p>	<ul style="list-style-type: none"> Sign In Sheets Agendas
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>The school provides supervision for parents during SAC meeting. Also the parent training's are offered in the AM and PM to provide for working parents.</p>	<ul style="list-style-type: none"> Flyers Parent Call Outs Meeting Notes

Accessibility

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

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>CLF will be available for every meeting for Spanish Translation All correspondence and notices will go home in their native languages All meetings will also be virtual for parents who can't physically attend.</p>	<p>Flyers - in different languages</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Pahokee Elementary School appropriately accommodates children and families with physical disabilities. Our building has an elevator which will allow people in wheelchairs to go upstairs if they need to. We currently do not have any families that are Hearing impaired, however we will contact the District if the situation presents itself.</p>	<p>Photos of the elevator</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>We have a CLF that attends every meeting such as: (SAC, Parent Trainings, etc) to help with translation. Any correspondence that is sent out, is translated in English, Spanish and Creole. Our ELL Coordinator hosts a PLC for Migrant families to welcome them to the school, during this meeting</p>	<p>Agendas Flyers Sign - in Sheet</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Homeless families will be referred to the Guidance Counselor and we will provide assistance with transportation or other services as needed. PES provides school uniforms to families who are in need.</p>	<p>Form 2479</p>	

Other Activities

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.

Activity #1

Name of Activity	Brief Description
N/A	N/A

Activity #2

Name of Activity	Brief Description
N/A	N/A

Activity #3

Name of Activity	Brief Description
N/A	N/A

Building Students' 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.

We help to build students Non-Academic Skills through our SEL Activities - Every morning before class begins, students spend 10-15 minutes with Social, Emotional and Learning skills which helps promote positive behavior, develops a sense of service for other and it allows teachers at the beginning of the day to address any social/emotional needs.

SBT/MTSS Implementation

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

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

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

Provision of a Well-Rounded Education

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

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to 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)].*

Our students will receive a well rounded education here at Pahokee Elementary School. In addition to academics, students are on a Fine Arts rotation. ALL students receive PE, once a week for 35 minutes. In addition to PE, students have the opportunity to learn Spanish, which helps with our IB program. Some of our 4th and 5th grade students have also competed in the World Language competition. Students also have the opportunity to attend art class.Students who excel in Art class Primary and Intermediate, have the chance to participate in Art Shows for parents. Music is also offered to our students, who have a chance to participate in local/community parades. SEL and Media class is also offered to our 4th and 5th grade students to help with Social and Emotional skills as well as enhancing their technological skills.

Post-secondary Opportunities and Workforce Readiness

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

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Although we are in the beginning stages of AVID, we are in the process of promoting College Awareness. All staff have College signs outside of their doors, we have College T-Shirt Day/College colors once a month for staff and students. We also have teachers with college corners inside their classrooms, which highlights a school of their choice with various information about the College or University.

Transition from Early Childhood Education Programs 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

We have 2 VPK classes on campus. In May prior to the end of the school year, we have Kindergarten Round-Up where parents have a chance to meet the Kindergarten teacher and learn about expectations that are required prior to students entering Kindergarten. Flyers are also given to community Headstart programs to advertise Kindergarten Round-up. During the last week of school, Pre-K students have the chance to be a Kindergartener for a day. It helps begin the transition phase from Pre-K to K.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve 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

Professional Development opportunities are offered on every PDD. We also pair up teachers with only 1-3 years experience with Veteran teachers within the grade levels. Newer teachers will have the chance to watch Veteran teachers as they teach their classes. This is part of our Mentoring strategy. Our teachers attend ELA and Math trainings as part of the Regional Support. Our teachers are sent to additional trainings for AVID and IB, so that ALL of our teachers receive the required trainings. Admin sends struggling teachers to trainings that will help them with (classroom management and any trainings that will help them academically in the classroom)

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

Admin/IB Coordinator attends all Job Fairs for Job Recruitment For Retention - We have Mentoring/Peer Teacher ELA/Math Coach and SSCC provide additional support to new teachers. Professional Development is offered to new teachers. The Staff at Pahokee Elementary School realizes that Single School Culture is important. It is important that we are all on the same page with the same message. This we believe this makes it easier for new teachers to adapt to the climate.

