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Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

<https://pes.palmbeachschools.org>

Demographics

Principal: Karen Abrams

Start Date for this Principal: 8/4/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grade	2018-19: C
School Grades History	2017-18: C
	2016-17: C
	2015-16: C
	2014-15: D
	2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

The Mission of Pahokee Elementary IB World School is to facilitate the development of life-long learners, competitive global thinkers and college readiness through high expectations for all in a safe and nurturing environment.

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, life long learning and college readiness.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Abrams, Karen	Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school’s priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Levy, Cathy	Teacher, ESE	<p>To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal.</p> <p>Essential functions of the job may include but are not limited to the following:</p> <ul style="list-style-type: none"> • Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Develops schemes of work, lesson plans and tests that are in accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • Manage student behavior in the classroom by establishing and enforcing rules and procedures. • Maintain discipline in accordance with the rules and disciplinary systems of the school. • Provide appropriate feedback on work. • Encourage and monitor the progress of individual students and use information to adjust teaching strategies. • Maintain accurate and complete records of students' progress and development. • Update all necessary records accurately and completely as required by laws, district policies and school regulations. • Prepare required reports on students and activities. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Establish and communicate clear objectives for all learning activities. • Prepare classroom for class activities. • Provide a variety of learning materials and resources for use in educational activities. • Observe and evaluate student's performance and development. • Assign and grade class work, homework, tests and assignments.
	Guidance Counselor	<p>Provide students with the support that they need to develop academically and socially. They frequently provide counseling in both individual and group settings to help students overcome behavioral problems, improve organization and time management skills, and set academic goals.</p>
Boldin, Syrenthia	Administrative Support	<ol style="list-style-type: none"> 1. Applies principles and practices of a Multi-Tiered System of Supports (MTSS) while supporting the initiatives implemented under a Single School Culture. 2. Coordinates the development and implementation strategies of District and state mandated programs for district-wide utilization at a designated level and/or subject area. 3. Develops and disseminates information pertinent to SSC to assure compliance with goals, objectives, and activities and

Name	Title	Job Duties and Responsibilities
		<p>budget limitations as specified in grant application.</p> <p>4. Coordinates and monitors the utilization of SSC resources, and assists in coordinating and monitoring project budgets.</p> <p>5. Assists with staff development activities, and the planning and implementation of the in-service training for SSC related activities.</p> <p>6. Provides quality assessments by conducting on-site reviews and prepares informational reports.</p> <p>7. Assists in the preparation and collection of evaluative data and in the dissemination of evaluation results.</p> <p>8. Assists in establishing performance objectives and goals for SSC implementation in the areas of behavior and climate.</p> <p>9. Monitors compliance with federal, state, and District guidelines related to project activities.</p> <p>10. Meets regularly with District and regional staff to ensure continual alignment to the District Strategic Plan.</p>
Cohick, Donna	Teacher, K-12	<p>1) Provides lessons for ESOL teachers of effective practices for second language acquisition.</p> <p>2) Assists principals and assistant principals in implementing the requirements of the META Consent Decree ensuring that the educational needs of LEP students are served. (Page 21, section 4 META Consent Decree)</p> <p>3) Meets with District ESOL Program Planner on monthly basis to develop and plan ESOL curriculum implementation.</p> <p>4) Collects data on LEP student achievement as related to adequate progress on English Language Development Continuum and provides staff development to address areas of student need.</p> <p>5) Assists school staff with FSA reading, math and writing preparation for LEP students.</p> <p>6) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased student achievement.</p>
Rigsby, Latoya	Assistant Principal	<p>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to</p>

Name	Title	Job Duties and Responsibilities
		<p>college- and career-readiness.</p> <ol style="list-style-type: none"> 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

Cowan, Sanquetta
Instructional Coach

To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal.
Essential functions of the job may include but are not limited to the following:

- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
- Develops schemes of work, lesson plans and tests that are in accordance with established procedures.

Name	Title	Job Duties and Responsibilities
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- Instruct and monitor students in the use of learning materials and equipment.
- Use relevant technology to support and differentiate instruction.
- Manage student behavior in the classroom by establishing and enforcing rules and procedures.
- Maintain discipline in accordance with the rules and disciplinary systems of the school.
- Provide appropriate feedback on work.
- Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Maintain accurate and complete records of students' progress and development.
- Update all necessary records accurately and completely as required by laws, district policies and school regulations.
- Prepare required reports on students and activities.
- Participate in department, school, district and parent meetings.
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom for class activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Observe and evaluate student's performance and development.
- Assign and grade class work, homework, tests and assignments.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	55	75	62	72	67	70	0	0	0	0	0	0	0	401
Attendance below 90 percent	11	3	6	15	8	7	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	8	0	0	9	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	21	14	27	0	0	0	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	1	1	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	2	0	24	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Monday 9/23/2019

Prior Year - As Reported

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	1	0	2	1	4	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	20	20	20	40	30	45	0	0	0	0	0	0	0	175
Level 1 on statewide assessment	0	0	0	13	23	28	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Prior Year - Updated

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	1	0	2	1	4	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	20	20	20	40	30	45	0	0	0	0	0	0	0	175
Level 1 on statewide assessment	0	0	0	13	23	28	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	58%	57%	27%	57%	56%
ELA Learning Gains	58%	63%	58%	47%	61%	55%
ELA Lowest 25th Percentile	53%	56%	53%	53%	56%	48%
Math Achievement	48%	68%	63%	42%	65%	62%
Math Learning Gains	54%	68%	62%	39%	63%	59%
Math Lowest 25th Percentile	43%	59%	51%	39%	53%	47%
Science Achievement	23%	51%	53%	38%	56%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	55 (0)	75 (0)	62 (0)	72 (0)	67 (0)	70 (0)	401 (0)
Attendance below 90 percent	11 (1)	3 (0)	6 (2)	15 (1)	8 (4)	7 (1)	50 (9)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (20)	8 (20)	0 (20)	0 (40)	9 (30)	0 (45)	17 (175)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (13)	14 (23)	27 (28)	62 (64)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	54%	-17%	58%	-21%
	2018	24%	56%	-32%	57%	-33%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	42%	62%	-20%	58%	-16%
	2018	22%	58%	-36%	56%	-34%
Same Grade Comparison		20%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		18%				
05	2019	32%	59%	-27%	56%	-24%
	2018	35%	59%	-24%	55%	-20%
Same Grade Comparison		-3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	65%	-16%	62%	-13%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	42%	67%	-25%	64%	-22%
	2018	40%	63%	-23%	62%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
05	2019	49%	65%	-16%	60%	-11%
	2018	37%	66%	-29%	61%	-24%
Same Grade Comparison		12%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	20%	51%	-31%	53%	-33%
	2018	37%	56%	-19%	55%	-18%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	25	20	26	50	30	17				
ELL	49	58		63	55		15				
BLK	30	58	48	41	54	44	23				
HSP	51	58		61	51		24				
FRL	37	58	53	49	55	44	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	44	36	16	29	27					
ELL	29	36	18	42	43		31				
BLK	23	49	70	38	39	38	28				
HSP	35	46	23	53	43	45	54				
FRL	27	47	53	42	39	39	38				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	43
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Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

After the analyzing the data, science was the lowest performing area. Some of the contributing factors include a lack of time for standards based planning and utilizing the science resources and limited background knowledge of content.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

After the analyzing the data, science was the lowest performing area. We dropped from 36% - 20% which is a 16% decline. Some of the contributing factors include a lack of time for standards based planning and utilizing the science resources and limited background knowledge of content.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

In comparison to the state average, the data component with the greatest gap is science. 23% of our 5th grade students were proficient in comparison to the state average of 53% which is a gap of 30%. Some of the contributing factors include a lack of time for standards based planning and utilizing the science resources and limited background knowledge of content.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the data our ELA showed the most improvement there was a 10% increase from 26% - 36%. Some of the new actions steps included, academic tutors in grades 3-5, collaborative planning, use of the coaching cycle through modeling implementation of strategies and providing feedback to teachers. Teachers were also able integrate ELA through the science content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

This year we are focusing on reducing the number of level 1 students in reading and math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Science
2. ELA
3. ELA lowest 25%
4. Math lowest 25%
5. ELL students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science
Rationale	After reviewing the data, Science was the content with the lowest overall score, the area that had the biggest decline and the largest gap between the school , district and the state.
State the measureable outcome the school plans to achieve	Our goal is to improve the overall science proficiency from 20% to 50%.
Person responsible for monitoring outcome	Syrenthia Boldin (syrenthia.boldin@palmbeachschools.org)
Evidence-based Strategy	Our school will use the JJ bootcamp series and Study Island.
Rationale for Evidence-based Strategy	Research has shown that these two resources have improved student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Make sure all teachers have the JJ bootcamp materials. 2. Provide ongoing professional development. 3. Standards based planning to integrate the curriculum. 4. Identify students for pull out support. 5. Educational field trips and experiments to help with standards mastery.
Person Responsible	Karen Abrams (karen.abrams@palmbeachschools.org)

#2	
Title	
Rationale	
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

We will focus the remaining efforts on integrating the curriculum to close the achievement gaps in reading and math.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our parent family and engagement plan and our school compact are revised each year during our SAC meeting at the end of each year and our Title I meeting at the beginning of the year. During these meetings, parents and community stakeholders are given the opportunity to give their input as to what they would like to see implemented at the school for the upcoming school year, as it relates to staff/ parent trainings, meetings and communication.

Parents receive information monthly regarding all of our school activities and meetings through Parentlink, Marquee, Flyers and Social Media.

PFEP Link

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

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

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.

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

The School Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, ELL Contact, Reading Coach, Single School Culture Coordinator (SSCC), Guidance Counselor, Magnet Coordinator, Media Specialist, Emotional Behavioral Support 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.

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 addresses 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.

A parent liaison will plan parent trainings to assist teachers and students with increasing the understanding of the Common Core standards.

Title I, Part C - Migrant

Migrant liaison provides services and support to students and parents to ensure student needs are met.

District receives supplemental funds for improving basic education programs for classrooms.

Title II

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

Title X- Homeless

District Homeless Social Worker and school provides resources (clothing, school supplies, social services referrals) for students identified as homeless.

SAI

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

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

N/A

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

Pahokee Elementary IB World School will use the following strategies to advance college and career readiness:

AVID Day - Students get opportunities to speak with and ask questions of former AVID graduates

Career Day - Students get opportunities to explore various

College Fridays- On a bi-monthly basis, teachers and students wear college gear to represent their favorite college/university.

College Corners in classrooms - Each classroom has

College Tours

Part V: Budget						
1	III.A	Areas of Focus: Science				\$33,124.63
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		239-Other	1101 - Pahokee Elementary School	Title, I Part A		\$33,124.63
			<i>Notes: JJ bootcamp Materials, supplies and personell to assist with the instruction</i>			
2	III.A	Areas of Focus:				\$210,609.77
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2100	790-Miscellaneous Expenses	1101 - Pahokee Elementary School	Title, I Part A		\$210,609.77
			<i>Notes: Parent Liasion Parent Leadership Academy. Supplies Academic Tutoring Professional Development Planning - Substitute Single School Culture</i>			
					Total:	\$261,037.72