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

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# ELA

## 1. List prioritized needs statements.

Based on the mid-year data from PM2 for grades 6-10 these are the prioritized needs for ELA. 50% of students are projected to score a level 3 or above on PM3. 50% of students are scoring below threshold based on PM2 data. 37% of level one students struggle with attendance.

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

The root causes for the needs assessment are due to the following reasons: Students: Ineffective study strategies and lack of time management Struggling to understand complex text ELL students struggle with language barriers Teachers: Need Professional Development for ELA and Reading to help increase students learning for small group and strategies for ELL Inadequate use of district resources. Parents: Accountability for excessive absences

## 3. Share possible solutions that address the root causes.

To address the root cause and increase student academic success for ELA we can do the following solutions: Students: Provide students with planners to help with organization skills and time management Attend standard-based boot camp for enrichment and remediation. Teachers: Targeted Professional Development (differentiated instruction, Small Group, ELL strategies) Implement structured data-driven/skills group interventions. SSCC to support teachers with data analysis and plan for intervention/remediation lesson for students SSCC to support teachers with using district resources effectively Parents: Provide training for parents on the importance of students attendance in school to increase academic achievement. Resources: Online subscriptions, classroom supplies, and writing resources to support all learners

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

### • Communication

Communication will be shared with parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets.

### • Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Reading Plus training to support families as they work with their students at home. Literacy Night and information on district and state assessments.

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

- School

School will...continue to provide training for parents and communicate expectations for teachers, students, and parents.

- Students

Students will...be held accountable for completing assignments in all classes and follow school rules.

- Parents

Parents will... be held accountable for ensuring students complete assignments and communicate more with the teachers and school.

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA): Khanmigo to better engage and support families and students.

- Accessibility

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

## Math

### 1. List prioritized needs statements.

Based on the mid-year data for Math these are the prioritized needs: Based on recent assessment data from FSQ's, USA's and on PM assessments, 58% of students in grades 6-8 are predicted to pass the F.A.S.T state exam. Low passing rate in high school Algebra - 40% of students are predicted to pass the upcoming EOC. In Geometry,55% of the students are predicted to pass the upcoming EOC.

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

The root causes for the needs assessments in Math are due to the following reasons: Students: Lack of foundational skills Low engagement and motivation Teachers: Inconsistent use of rigorous instructional materials. Inconsistent implementation of evidence-based math teaching strategies Lack of differentiation of lessons Delayed intervention for struggling students based on data trends. Parents: Limited parental engagement.

3. Share possible solutions that address the root causes.

To address the root cause and increase student academic success for Math we can do the following solutions: Students: Provide tutorial for students to build foundational skills Provide incentives for students participation and motivation in class Academic tutor to provide extra Small- group support for struggling students Teachers: Provide teachers with ongoing professional development opportunities focused on evidence-based math instructional strategies and differentiated instruction. Math coach to provide coaching sessions with teachers on effective instructional strategies. reinforce gradual release, etc. SSCC to support teachers with analyzing data and planning for intervention lessons for students Parents: Increase communication with families about student academic progress Provide training for parents on how to support math learning Resources: Online subscriptions, classroom supplies, and lab supplies to support all learners

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

- Communication

To continue to provide consistent and positive communication to parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) training on current math strategies to help and resources (i.e. Khanmingo, math apps)

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

- **School**

School will... outline how parents can support their child's math learning home

- **Students**

Students will... set measurable goals that both the school and the parents can monitor.

- **Parents**

Parents will... be trained on how to use SIS to track student's progress.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) on questioning techniques and how to guide and support students with answering math problems.

- **Accessibility**

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

## **Science**

### **1. List prioritized needs statements.**

Based on the mid-year data these are the prioritized needs for Science 21% of 8th grade students are predicted to score a level 3 on the F.A.S.T. Science exam. Based on the Biology midterm exam 50% of the students are expected to pass the End of Course exam.

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

The root causes for the needs assessments in Science are due to the following reasons: Students: Lack science foundational skills Lack of use and knowledge of basic vocabulary as it relates to science content and real-world experimentation Teachers: Teachers struggle to implement effective instructional strategies. Lack of science support and programs to fully support teachers and ELL/ESE students Difficulty addressing the needs of all learners, especially those that require differentiated instruction Limited professional development opportunities for new teachers for specific content training and best practices Parents: Limited parental engagement.

**3. Share possible solutions that address the root causes.**

To address the root cause and increase student academic success for Science we can do the following solutions: Students: Provide extra small group support to help build students science knowledge In-school and after school tutorial Teachers: Provide professional development opportunities to build teacher capacity with content and for ELL/SWD students Instructional coach to provide additional instructional support with modeling best practices. Parents: Increase communication with families about student academic progress Provide training for parents on how to support math learning Resources: Online subscriptions, classroom supplies, and lab supplies to support all learners

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

• **Communication**

Communication will be shared with parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets.

• **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home with Science related inquiries, useful apps and online simulations that are used in class

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

• **School**

School will...offer opportunities for enhancement for struggling students through in-school and after school tutorial.

- **Students**

Students will...participate in the class and tutorials to improve academic achievement.

- **Parents**

Parents will... attend training to learn about standards/benchmarks for the end-of-course exam. How to use SIS to communicate with teachers about their child's education.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) to better support ELL/SWD students and strategies for hands-on and visual learners.

- **Accessibility**

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

## **Social Studies**

### **1. List prioritized needs statements.**

Based on the mid-year data the prioritized needs for Social Studies are as follows: Approximately 40% of the 7th graders at PMHS are not performing at level 3 or higher on FSQs, USAs, and the Winter Diagnostic. 30% of students who took the U.S. History midterm did not receive a passing grade.

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

The root causes for the needs assessments in Social Studies are due to the following reasons: Students: Struggling with understanding Civics content Low comprehension skills Inconsistent support systems like mentoring and tutorial Teachers: Civics teachers are struggling with implementing effective strategies for differentiating instruction for struggling learners. Lack of preparation time for assessments Parents: Limited parental engagement.

### 3. Share possible solutions that address the root causes.

To address the root cause and increase student academic success for Social Studies we can do the following solutions: Students: Provide tutorial to help students build comprehension skills and knowledge of social studies content Incentive system where students are awarded and motivated to participate in tutorial. Teachers: Professional development for literacy strategies and differentiated instruction with follow-up content for new teachers to Civics. Use common lesson plans and attend common planning with fidelity. Civics and Reading teacher can plan together to share literacy strategies to support struggling readers. SSCC to support teachers with analyzing data and planning for standard-based instruction. Parents: Increase communication with families about student academic progress Provide training for parents on how to support math learning Resources: Online subscriptions, classroom supplies, and field trips to support all learners

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

- Communication

Communication will be shared with parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) will include a course content overview, SIS, study techniques and understanding standards

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

- School

School will...provide Social Studies overview (Civics, U.S.History)to teachers and parents, as well as tutorials for students.

- Students

Students will...participate in the class, data chats, and tutorials to improve academic achievement.

- **Parents**

Parents will...attend training to learn about standards/benchmarks for the end-of-course exam. How to use SIS to communicate with teachers about their child's education.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) include a refresher on communicating with parents through SIS, teaching student through real-world connections and topics that impact society.

- **Accessibility**

Provide accommodations for families experiencing issues with homelessness, disabilities, and language barriers.

## **Acceleration Success**

### **1. List prioritized needs statements.**

The mid-year Acceleration data these are the prioritized needs: 30% of the middle school Algebra 1 students scored below threshold on the mid-term exam. 50% of students tested for IT acceleration credit passed the Industry Certification exam in FY24.

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

The root causes for the needs assessment in Acceleration are due to the following reasons: Pacing Issue: The curriculum doesn't allow time for mastery. Teachers could benefit from training to help students with test taking strategies and time management. Middle school IT: Lack of instructional fidelity that is compromising the learning process of our middle school student being prepared for the exam.

**3. Share possible solutions that address the root causes.**

To address the root cause and increase student academic success for Acceleration we can do the following solutions: Provide tutorial to support student learning. PD for teachers to improve instructional practices in IT and Algebra 1 Resources: Kahnmingo, Study Island

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

**• Communication**

Communication will be shared with parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets.

**• Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration) will include help with using online resources and engaging academic games to build skills.

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

**• School**

School will... offer opportunities for enhancement for struggling students through in-school and after school tutorial. Provide information to in an accessible format so that all parents can understand.

**• Students**

Students will...participate in class, communicate their needs and attend tutorial.

**• Parents**

Parents will... monitor student attendance, support students with academics and communicate with the school.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Acceleration) with using online resources, real-world applications and video tutorials.

- **Accessibility**

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

## **Graduation Rate**

1. List prioritized needs statements.

The graduation rate for PMHS for 2024 is 98% due to two students being coded incorrectly.

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

Students Information on student was not submitted correctly Parents: Have not provided the proper documentation for student.

3. Share possible solutions that address the root causes.

Students and Parents: Provide correct and up-to-date personal information. Timely Submission of Required Documents, IDs, or other paperwork on time. School: Ensure that the data processor has training and knowledge of properly coding student information. Make sure student who withdraw have the proper withdrawal and new enrollment documents.

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

- **Communication**

Communication will be shared with parents through SIS, Parent Link, on the marquee and posted on the school's Social Media outlets.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation) on FASFA and College and Career readiness night

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

- **School**

School will... create and implement an action plan and monitor student progress.

- **Students**

Students will...meet with Guidance counselors to monitor and ensure all requirements for graduation.

- **Parents**

Parents will...support the school with monitoring and reinforcing completion of graduations requirements.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Graduation)provide grade-level teams with strategies that will allow them to help students stay on track for graduation.

- **Accessibility**

Provide accommodations for language and disabilities, various meeting times, support from McKinney Vento and Migrant for families in need.

## **Action Step: Classroom Instruction**

Teachers/Tutors will provide targeted intervention instruction and resources for identified students not meeting Math, Literacy, and Science achievement levels.

**Budget Total: \$193,726.40**

<b>Acct Description</b>	<b>Description</b>									
Online subscription	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>			
	Study Island to use as a remediation and additional practice for students in ELA, Math, Science and Social Studies in grades 6-12. (site license - 860 students)			1	\$9,868.00	Original	\$9,868.00			
Out-of-system Subs	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>
	Substitutes for classroom teachers			2	\$21.00	7	7	1	Original	\$2,009.00
Classroom Teacher	Math Teacher will provide instruction for students performing below grade level in math grades 9-12									
Computer systems; non-cap	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>			<b>Total</b>	
	Headphones for Read 180 program.			1	\$1,909.80	Budget Transfer			\$1,909.80	
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>	
	Two pocket three prong folders (48 per case)			5	\$36.90	General Supplies		Original	\$184.50	
	Pens (black & blue)			1	\$56.00	General Supplies		Original	\$56.00	
	Spiral notebooks (case of 12)			5	\$44.79	General Supplies		Original	\$223.95	

<b>Acct Description</b>	<b>Description</b>					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Expo dry erase markers (4pk)	5	\$5.69	General Supplies	Original	\$28.45
	Pencils (72 per box)	5	\$13.99	General Supplies	Original	\$69.95
	Copy Paper (case)	1	\$2,127.30	General Supplies	Original	\$2,127.30
	Adjustment - benefits credit and final allocation.	1	\$7,032.25	General Supplies	Other	\$7,032.25
Classroom Teacher	Reading Teacher will provide instruction for students performing below grade level in reading grades 6 -12.					

## Action Step: Professional Learning

Ongoing professional learning opportunities will equip teachers to provide standards-aligned rigorous and engaging strategies and lessons for students.

Budget Total: **\$210,728.35**

<b>Acct Description</b>	<b>Description</b>					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Chart paper	5	\$34.99	General Supplies	Original	\$174.95
	White Copy paper (per case)	5	\$44.61	General Supplies	Original	\$223.05
	Chart markers	5	\$10.49	General Supplies	Original	\$52.45

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pens (black & blue) 12 pk	10	\$6.99	General Supplies	Original	\$69.90
Coach	Math coach will be responsible for observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area.					
Single School Culture Coordinator	SSCC (260) will analyze data that will inform instructional practices, provide and support implementation of professional learning, facilitate PLC's and support common planning with teachers in all content areas.					

## Action Step: Parent Engagement

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

**Budget Total: \$47,946.50**

Acct Description	Description
Community Resource Person	Community Resource will be used to coordinate community resources and allocate school-based resources to students at all grade levels and their perspective families across the entire school year and help remove barriers to learning and increase student outcomes. Duty days to include 196 duty days @ 8 hrs a day (includes all student contact and 10 days preceding the start of the school year)

<b>Acct Description</b>	<b>Description</b>										
Postage	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage to mail notification of parents/events to 450 families for 2 mailings.						4	\$73.00	Original	\$292.00	
Parent Support by Comm Language Facilitator	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Community language facilitator support for translation during parent meetings/trainings		2	\$27.00	2	3	2	Non-Certified	Original	\$636.00	
Supplies	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Refreshments for parent trainings		100	\$3.00	Program Supplies			Original	\$300.00		
	Black Pens (per box)		20	\$6.99	General Supplies			Original	\$139.80		
	Chart markers (8pk)		20	\$10.49	General Supplies			Original	\$209.80		
	Colored copy paper		20	\$4.97	General Supplies			Original	\$99.40		
	Legal note pads (12 pk)		20	\$29.04	General Supplies			Original	\$580.80		
	Blue Pens		20	\$6.99	General Supplies			Original	\$139.80		
	Sharpie (blk) markers (12 pk)		10	\$23.23	General Supplies			Original	\$232.30		
	White Copy paper (per case)		20	\$44.61	General Supplies			Original	\$892.20		
	Small note pads (12 pk)		20	\$13.86	General Supplies			Original	\$277.20		
	Envelopes (large box)		10	\$25.71	General Supplies			Original	\$257.10		
	Post it notes (18 pads per bx)		10	\$19.73	General Supplies			Original	\$197.30		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Chart paper	20	\$34.99	General Supplies	Original	\$699.80

## Mission Statement

### 1. Mission Statement

Pahokee Middle Senior High School is dedicated to improving the school and parent partnership. The teachers, parents, and school community will work collaboratively to plan for the achievement of all students. Parents will be empowered to support students socially and academically. Parents will be consistently informed about the educational requirements and will be provided with training to support their student(s) at home in preparation for high school, college, and career readiness.

## Involvement of Stakeholders

Name	Title
Dwayne Dennard	Principal
Earlean Golphin	Assistant Principal
Natasha Twiggs	Assistant Principal
Zanovia Manderville	SAC Chair
Iolanthe Brown-Lewis	Magnet Coordinator
Veronica Shaw	Teacher
Clara Murvin	Parent
Mayor Keith Babb	Mayor
Dwayne Dowdell	Parent
Eddie Lee Rhodes	Community Leader

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

The procedures for selecting members representing stakeholders are done in the beginning of the school year in which we inform the parents and community of opportunities to join us as educational partners via flyers, parent-link call outs and social media platforms. During our annual meeting, open house and SAC meetings stakeholders are solicited to be a part of the development and decision making process of the School-wide Plan. During the first SAC meeting of the year members are solicited to hold office and an election is done to vote in the new officers for the new school year. Parents and community members are always encouraged to attend and participate in all of our school meetings.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders were invited to be involved in our CNA process and to prepare for the 2026 school in February 2025 to discuss the needs of the school and ways to improve. Stakeholders are also invited to our other decision making meetings which include the Annual Meeting which will be held in September or October (TBA) 2025, and SAC meetings which are held every fourth Monday of each month with the first meeting being held on Monday August 25, 2025.

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

Teachers and staff provided input through the department stakeholder meeting based on data and the needs of each department to improve student learning. All input was valued and added to the CNA., in which stakeholders would like to have quarterly parent meetings and in-school and after school tutorial. Parent input will continue to be collected throughout the school year during parent meetings and conferences was utilized to help with making decisions on providing tutorial and other resources to improve student achievement.

Name	Title
Dwayne Dennard	Principal
Natasha Twiggs	Assistant Principal
Luis Paniagua	Single School Culture Coordinator
Earlean Golphin	Assistant Principal

## Annual Parent Meeting

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

Our Title I Annual Meeting will be held in October 2025 (TBD) at 6:00pm in the auditorium on the high school campus.

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

Parents will be notified of the Annual meeting via website, marquee, parent Link, SIS, backpack (flyer/notification sent home) and social media posting.

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

Preparation for the Annual meeting will consist of the following resources: Annual Meeting PowerPoint, copies of the Parent and Family Engagement Plan and School-Parent Compact to review and discuss with parents. During the meeting suggestions and recommendations are taken to make changes, if needed, to the PFEP and Compact.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Decoding Student Success: Helping Parents Understand State Assessment Reports

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

Staff will learn strategies to break down complex assessment data into understandable components for parents. This includes: - Explaining achievement levels and score ranges - Interpreting growth measures and learning gains - Connecting assessment results to classroom performance

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

Parents will become more confident in understanding their child's academic progress and better equipped to support learning at home. This will lead to more informed parent-teacher conversations about student achievement and more targeted support strategies. Parents will understand how to use assessment data to track progress and identify areas where their child may need additional support.

- **What will teachers submit as evidence of implementation?**

- Parent-friendly assessment guides created - Sample presentation materials - Parent workshop attendance records - Pre/post parent understanding surveys - Conference notes discussing assessment data - Simplified data visualization examples - Parent feedback forms - Follow-up communication logs

- **Month of Training**

September

- **Responsible Person(s)**

Luis Paniagua, Natasha Twiggs, Hygens Succes, Veronica Shaw

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Beyond the Numbers: Empowering Parents with Data-Driven Strategies

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

- Develop practical strategies for supporting areas of need across all content areas - Track progress across multiple assessments and content areas  
- Set realistic academic goals based on data

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

The training will transform assessment data from abstract numbers into actionable information for parents. Parents will feel more empowered to actively participate in their child's academic journey and better understand how to support learning at home. This will lead to more productive parent-teacher partnerships and targeted student support strategies.

- What will teachers submit as evidence of implementation?

- Parent resource guides - Goal-setting worksheets used with families - Screenshots of portal navigation guides - Parent workshop materials - Documentation of data chats with families - Student progress monitoring tools - Resource recommendation logs - Translation of materials for multilingual families

- Month of Training

February

- Responsible Person(s)

Luis Paniagua, Natasha Twiggs, Hygens Succes, Veronica Shaw

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Navigating College Admissions & Financial Aid

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

Parents will gain hands-on experience in guiding their children through the college application process, FAFSA completion, and scholarship essay writing. They will learn to research college options, meet admissions deadlines, secure financial aid, and craft competitive scholarship essays.

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

Parents and students will work through key admissions activities: Session 1: Creating a balanced college list (reach, match, and safety schools) Session 2: Completing college applications (CommonApp and individual school applications) with guidance on structuring responses and avoiding common errors. Session 3: Navigating the FAFSA process—reviewing eligibility requirements, filling out forms, and ensuring accuracy in financial aid applications. Session 4: Understanding different types of financial aid (grants, scholarships, work-study) Session 5: Scholarship success—brainstorming strong essay topics, reviewing example essays, and receiving feedback to strengthen personal statements.

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

By ensuring families are equipped with the knowledge and skills to navigate college admissions and financial aid, students will have a higher chance of securing college placement, obtaining financial support, and maximizing scholarship opportunities.

- Date of Training

October

- Responsible Person(s)

Luis Paniagua, Natasha Twiggs, Hygens Succes, Betsy Smith, Veronica Shaw, Earlean Golphin

- Resources and Materials

Computers, printed FAFSA guides, scholarship databases, sample winning essays, college application guides, pens, notebooks

- Amount (e.g. \$10.00)

Refreshments for parent training \$150.00

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Academic Success Across Core Subjects

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

Parents will learn subject-specific strategies to support student achievement across Math, Science, English Language Arts (ELA), and Social Studies. These strategies will focus on problem-solving, critical thinking, reading comprehension, and data analysis.

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

Parents will rotate through four interactive subject-specific sessions to gain practical tools they can use at home: Session 1: Math – Strengthening Problem-Solving Skills - Engage in math games and manipulatives to build number sense. - Apply real-world problem-solving strategies, such as budgeting, measuring, and calculating in daily life. Session 2: Science – Inquiry-Based Learning & Experimentation - Conduct simple experiments using household items to encourage scientific thinking. - Explore data collection and analysis by tracking observations and drawing conclusions. Session 3: English Language Arts – Building Strong Readers & Writers - Practice guided reading strategies with comprehension questions. - Learn techniques for improving vocabulary and writing through interactive exercises. Session 4: Social Studies – Developing Critical Thinking & Civic Awareness - Engage in historical inquiry through timelines and document analysis. - Participate in real-world discussions on government, economics, and social issues.

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

Parents will be equipped with strategies to reinforce learning across all core subjects, helping students become more engaged, confident, and academically successful. The hands-on activities will create a strong home-to-school connection, fostering better study habits and comprehension.

- Date of Training

January

- Responsible Person(s)

Luis Paniagua, Natasha Twiggs, Hygens Succes, Veronica Shaw, Machele Martin

- **Resources and Materials**

Math: Calculators, measuring tools, paper, manipulatives, printed worksheets, pens, pencils Science: Household experiment materials, notebooks, charts, printed data sheets, pens English Language Arts: Books, reading guides, flashcards, highlighters, notebooks, pens Social Studies: Historical documents, timelines, printed discussion guides, pens

- **Amount (e.g. \$10.00)**

Refreshments for parent training \$150.00

### 5. Parent and Family Capacity Building Training #3

- **Name of Training**

N/A

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

N/A

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

N/A

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

N/A

- **Date of Training**

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

## Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Homeless Education Program (MVP) Team can help families who are experiencing homelessness by providing a case worker, school supplies, uniforms and other supplemental services.

- Based on the description list the documentation you will provide to showcase this partnership.

Student housing Information form Pamphlet with services provided for families Support services provided to families with documentation

- Frequency

Throughout the school year

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Florida Crystals and US Sugar

- Describe how agency/organization supports families.

Florida Crystals supports our school by providing support for families to receive funds for their children to attend field trips and extra curricular activities. They also support families by providing college scholarships to assist high school seniors with tuition at post secondary institutions. In addition to this, they help with job training and employment opportunities for parents and students.

- Based on the description list the documentation you will provide to showcase this partnership.

Documentation to show funding for school sponsored events Flyers advertising training/job opportunities Scholarship award letters School presentations

- Frequency

Throughout the school year

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Education Foundation

- Describe how agency/organization supports families.

Education Foundation provides families in need funds to support students academic needs in all content areas by providing supplies and assisting with our Robotics program ( STEM up Pahokee).

- Based on the description list the documentation you will provide to showcase this partnership.

Parent night agendas, Competition Awards Student achievement programs Flyers, programs , sign -in sheets

- Frequency

Throughout the school year

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

At Pahokee Middle High School we ensure that our parents are aware of the Title I programs that are offered at our school through the sharing of the school compact, PFEP summary, Parents Right to Know, Title I Annual meeting, SAC meetings. To support students academic success we offer parent trainings, In-school and after school tutorial, and college preparedness. Prior to the start of all Title I programs, activities and meetings, parents will be informed of these events in both English and Spanish via flyers sent home with students, marquee, Parent Link, social media.

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

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

- **Description**

Parents will be informed about the curriculum used to support student learning and student academic progress in which they will meet with the teachers, guidance counselor and/or ESE/ELL Coordinators during Title I Annual meeting, SAC meetings, conferences, and curriculum night which will cover school data, graduation status, report card review, pupil progression, data chats and remediation plan to help students improve proficiency levels.

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

Meeting Invitation & agenda Sign-in sheets Conference notes Evaluation forms

- **Description**

Parents will be informed of the academic assessments that are used to measure student progress during parent conferences, IEP/504 meetings and parent/curriculum night meetings to discuss the type of assessments given and what is required of the student to learn in order to be successful.

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

Parent Link (call out) Conference notes Progress reports Conference invitation & sign in

- Description

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

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

Flyers/Invitations Social media posts Parent link

- Description

In efforts to accommodate the families that cannot attend all of our school meetings (IEP/LEP/Conferences), activities and events , we will offer various days and times (a.m, p.m.). Time will also be set aside for home visits and for families to schedule appointments to meet with a member of our Title I team to receive information from trainings and meetings that they were not able to attend.

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

Agendas Meeting notifications Sign-in sheets Meeting notes/home visit logs

## Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

Parents and families with limited English proficiency will be provided a language facilitator at all meetings to translate information presented in the appropriate languages.

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

Evidence will consist of: Sign-in sheets & agendas, photos of engagement during meetings copies of information provided in different languages

- **Description**

Parents and families with disabilities will receive preferential services (i.e disabled parking, use of elevator, easy accessible seating). Upon request, hearing and visually impaired parents and families will be accommodated based on their individual needs.

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

Evidence will consist of: Assistance request form photos of handicapped parking, ramps, seating, elevators, audio enhancement. Services provided for parents and families with disabilities

- **Description**

Migrant families will be accommodated by providing meetings at various times of the day. Migrant counselor is provided to help support student with academic support. To accommodate work schedules parents will also be able to make appointments to receive the meeting information. Meeting information is also stored in a Google Drive accessible by admin and secretarial staff to print for parents at request.

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

Evidence will consist of: Sign-in sheets & agendas Meeting Invitation Communication from Migrant department

- **Description**

Families that are experiencing homelessness are provided Wrap-around resources and information McKinney-Vento and other agencies to help them through this difficult time. Our school supports homeless families by partnering with other programs that will donate clothing, food, and school supplies. Parents will also be able to make appointments to receive the meeting information.

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

Evidence will consist of: Agenda, sign-in sheets, and pamphlets from agencies, referrals to McKinney-Vento program, student housing questionnaire

## **Other Activities**

### **1. Activity #1**

#### **Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

### **2. Activity #2**

#### **Activity #2**

- **Activity #2**

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Pahokee Middle High School is committed to using data-driven decision-making to close academic, social-emotional, and college-career equity gaps. We ensure that all students have access to the support they need through services such as counseling and referrals to community agencies. Our school fosters social-emotional growth and mentoring through strong community partnerships and a dedicated team that includes guidance counselors, administrators, ESE Coordinators, a School Behavioral Health Professional, and a Behavior Coach. In addition, teachers receive ongoing professional development to better support students' social-emotional needs. At PMHS, we actively promote positive behavior through our School-wide Positive Behavior System (SwPBS). Teachers and students participate in behavior-focused lessons twice a year—once at the beginning of each semester (August and January). Positive behavior is reinforced daily through morning and afternoon announcements and visible reminders, including PRIDE signs and posters displayed across campus.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

At Pahokee Middle High School, the School-Based Team (SBT) is composed of the School Guidance Counselor, Teachers, School Psychologist, ESE Coordinator, Support Services Liaison, DATA Counselor, Behavioral Health Professional, Reading and Math Coaches, and the Single School Culture Coordinator. This multidisciplinary team collaborates with teachers to support students through targeted alternative interventions. Students receiving Tier 2 interventions are monitored for 6 to 8 weeks. During this time, the SBT team meets regularly to evaluate the effectiveness of the interventions using academic and behavioral data. If the interventions prove successful, students continue to be monitored for progress. If the interventions are not effective, the student progresses to Tier 3 support. At the Tier 3 level, students receive additional, intensive interventions over another 6 to 8 week period. Progress is documented through a monitoring log, and the team reconvenes to assess effectiveness. If there is still insufficient improvement, the team discusses the possibility of referring the student for an academic and psychological evaluation, which is conducted by the School Psychologist.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

At Pahokee Middle High School, we utilize state F.A.S.T. assessment data to identify academic needs and allocate resources that support increased student achievement. Teachers are expected to analyze data from all district assessments (FSQ, USA, PM) and design standards-based reteaching plans that include differentiated instruction and enrichment activities in every lesson. To support instructional effectiveness, we provide ongoing, embedded professional development through weekly Professional Learning Communities (PLCs). During these sessions, teachers collaborate to analyze student data, monitor progress, plan instruction, and implement research-based strategies for both enrichment and remediation. Our school also offers a range of elective courses through our Choice Programs, including International Baccalaureate (IB), Medical, Robotics, and CAP. These programs give students hands-on learning experiences and real-world exposure through field experiences and guest speakers from community organizations. Students are encouraged to engage in community service projects, further developing their leadership and civic responsibility. The AVID program plays a key role in preparing students for college by focusing on organization, study skills, and college readiness. Students also participate in college tours to gain firsthand experience of campus life. To extend learning beyond the classroom, we offer after-school tutorials, the STRAPP after-school program, and dual enrollment opportunities at Palm Beach State College. At PMHS, our mission is to provide a high-quality education that prepares students to become well-rounded, productive individuals ready for success in high school, post-secondary education, and future careers.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

At Pahokee Middle High School we are an AVID/IB school. We provide opportunities for students to research and visit colleges, universities, and explore career opportunities in S.T.E.M. fields. These resources and skills are designed to ensure students have the ability to be successful in college and/or career opportunities. Students also have the opportunity to explore robotics engineering and/or participate on the robotics competition team. Guidance counselors provides individual conferences and interactive trainings to inform and support students and parents to prepare for students for high school graduation and college readiness. Our college readiness plan provides parents and students with resources and opportunities to apply for scholarship and workshops to build resumes. The school will conduct FASFA information sessions parents and students twice a year. AICE/AP and IB accelerated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas. Some of the Choice programs that align t this vision are: \* Civil Air Patrol \* International Baccalaureate Diploma Programme \* Medical Sciences - Pre-Medicine (Workforce) (In-House) \* Information Technology These programs are organized as programs of study that lead to industry certifications and college credits. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. The AVID course incorporates college awareness/readiness curricula and programs that focus on Writing, Inquiry, Collaboration, Organization, and Reading. The faculty, staff, and students participate in College Shirt Day every Thursday. College tours will take place for all 11th and 12th grade students. Colleges will visit the school to conduct information sessions and facilitate college application completion.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

Not Applicable

## Professional Development

## 1. Professional Development

At Pahokee Middle High School, teachers participate in weekly Professional Learning Communities (PLCs) and Common Planning meetings to collaborate, analyze data, and strengthen instructional practices. During PLCs, the Single School Culture Coordinator (SSCC) works closely with teachers to review assessment data and support planning for reteaching and remediation through small group instruction, push-in/pull-out services, and targeted tutorials. Professional development is embedded within PLCs and offered on district PD days through various formats, including webinars and in-person sessions facilitated by district, regional, AVID, IB, Multicultural, and ESE specialists. These opportunities promote the sharing of best practices and research-based strategies to meet the diverse needs of all learners. Teachers of IB, AVID, and AICE courses receive specialized professional development, including opportunities for out-of-county and out-of-state training, to enhance content knowledge and instructional effectiveness. Additionally, all teachers have access to self-paced, subject-specific professional development through the district's eLearning portal to support continuous growth. To support new educators, each new teacher is paired with both a mentor and a buddy teacher to ease their transition into the school community and the teaching profession. All teachers are guided in the development of their Professional Growth Plan, aligned with the Palm Beach Model of Instruction, to ensure reflective practice and ongoing professional improvement.

## Recruitment and Retention of Effective Educators

### 1. Recruitment and Retention

At Pahokee Middle High School, we actively participate in District Job Recruitment Fairs to attract and hire talented educators to fill any teaching vacancies. To retain highly effective teachers, we offer comprehensive support—particularly for new educators—through the Educator Support Program (ESP). New teachers are paired with both a mentor and a buddy teacher to guide them through the ESP requirements and provide ongoing classroom support. In addition, we hold regular small-group sessions focused on essential topics such as parent communication logs, classroom management, and intervention strategies to promote teacher success and retention. We encourage teacher leadership by offering opportunities to serve as department chairs and to lead or share best practices during professional development sessions. Throughout the school year, we foster a supportive and collaborative school climate by recognizing and celebrating the hard work and dedication of our teachers.