

---

**Title I Comprehensive Schoolwide Plan**  
**PAHOKEE ELEMENTARY SCHOOL (1101)**

---

# ELA

## 1. List prioritized needs statements.

According to the data, our top priority is improving reading proficiency. Our school's FY25 PM 2 FAST winter diagnostic data indicates that 79% of our students in 3rd-5th grades are not performing on grade level.

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

Based on the data, some of the root causes for our top priorities on our needs assessment are: • Teachers not fully understanding the standards (New Benchmark Standards) • Teachers do not possess the capacity to facilitate collaboration and planning time effectively • Teachers not taking ownership of their professional growth • Students are experiencing major gaps in foundational knowledge & skills • A large number of our students need tiered support • Students are not familiar with utilizing technology for assessing

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

Some of the possible solutions to address the root causes are: • More professional development and professional learning team meetings focusing on identifying and disseminating best practices to eliminate ineffective practices • Initiate programs promoting a love of reading (book clubs, picnics, literacy week, reading fair, etc.) • Provide opportunities for tutoring for struggling students • Small group enrichment pullouts for our higher students • Creating a more structured system of professional development, by providing evidence of the transference of knowledge to classroom instruction. • Provide a menu of trainings for parents to select from (parents can select trainings that are specific to their needs) • Offer hybrid trainings for parents • Adding technology (computer classes) to the fine arts wheel, Schoolwide reading fair

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

### • Communication

To strengthen the PFEP to support ELA, we will: • Continue using existing communication channels: Classroom dojo, backpack flyers, robocalls/text messages & student planners • Improve communication via additional platforms: Facebook, Twitter & Instagram • Ensure all communications are clear, concise, and free of educational jargon • Provide flexible meetings (meeting dates & hybrid)

- **Parent Training**

To strengthen the PFEP to support ELA, we will: • Offer more Parent Learning Academies throughout the school year focused on ELA • Provide a menu of parent trainings allowing multiple opportunities for parents to attend desired ELA trainings • Vary training modes (face-to-face, virtual & hybrid) to accommodate different schedules and preferences

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

- **School**

School will... • Provide more targeted trainings, parent chats, and correspondence to help parents understand ELA standards and strategies • Offer regular updates on student progress in ELA skills (particularly a focus on phonics and vocabulary development I(n grades K-5 to increase student proficiency (parents training and materials). • Implement small-group instructional delivery to address individual student needs

- **Students**

Students will... • Actively participate in class discussions and ELA activities • Engage fully in small group instruction • Set personal reading and writing goals \* Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will... • Support ALL school academic initiatives related to ELA • Encourage and monitor daily reading at home • Actively participate in ELA-focused parent trainings \* Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

To strengthen the PFEP to support ELA, we will: • Implement Professional Learning Communities (PLCs) focused on family engagement in ELA • Provide staff training on understanding how to better engage families in ELA learning • Offer workshops on culturally responsive communication and engagement strategies

- Accessibility

To strengthen the PFEP to support ELA, we will: • Record ELA parent trainings and post them online for parents with disabilities, experiencing homelessness, or engaged in migrant work • Provide materials in multiple languages to support diverse families • Offer flexible meeting times and locations to accommodate various work schedules

## Math

### 1. List prioritized needs statements.

According to the data, our top priorities are to improve math proficiency in ALL grades. Based on data from our FY25 FAST Math PM 2 data, 80% of our students in grade 3rd-5th are currently NOT proficient.

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

Root causes for the needs assessment statements • Limited comprehension of B.E.S.T. Standards • Teachers struggle to interpret and implement the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards effectively • Lack of deep understanding of the standards' progression across grade levels • Insufficient alignment between instructional practices and standard requirements • Teachers do not possess the capacity to facilitate collaboration and planning time effectively. • Teachers not taking ownership of their professional growth • Students are experiencing major gaps in foundational knowledge & skills (Basic facts & number sense) High demand for tiered support among the student population • Large percentage of students requiring Tier 2 and Tier 3 interventions • Insufficient resources or staff to provide adequate small group instruction • Need for more targeted, data-driven intervention strategies • Parents lack the capacity and knowledge of how to support learning at home

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

Possible solutions that address the root causes: • More professional development and professional learning team meetings focusing on identifying and disseminating best practices to eliminate ineffective practices • Provide opportunities for tutoring for struggling students • Small group enrichment pullouts for our higher students • Differentiation in instruction for students who need additional support • Create a more structured system of professional development by providing evidence of the transference of knowledge to classroom instruction. • Provide trainings for parents to select from (parents can select trainings that are specific to their needs)

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

- **Communication**

To strengthen the PFEP to support Math, we will: • Continue using existing communication channels: Classroom dojo, backpack flyers, robocalls/text messages & student planners • Improve communication via additional platforms: Facebook, Twitter & Instagram • Ensure all communications are clear, concise, and free of educational jargon \* Strengthen how we provide opportunities for flexible meetings for parents to be engaged in their child's learning.

- **Parent Training**

To strengthen the PFEP to support Math, we will: • Offer more Parent Learning Academies throughout the school year focused on Math • Provide a menu of parent trainings allowing multiple opportunities for parents to attend desired Math trainings • Vary training modes (face-to-face, virtual & hybrid) to accommodate different schedules and preferences • Focus trainings on helping parents understand Math standards and strategies - \* Math trainings that are grade level specific (foundational skills- fluency, additional, subtraction, multiplication, and division facts) - understanding grade level progression and activities to support learning at home

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

- **School**

School will... • Provide more targeted trainings, parent chats, and correspondence to help parents understand Math standards and strategies • Offer regular updates on student progress in Math skills - \* Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parents training and materials). • Implement small-group and pull-out instructional delivery to address individual student needs • Provide more standards-based support through small group instruction • Offer more afterschool tutoring opportunities

- **Students**

Students will... • Actively participate in class discussions and Math activities • Engage fully in small group instruction • Consistently attend afterschool tutorials when recommended • Ensure that correspondences between the school and home are delivered • Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will... • Support ALL school academic initiatives related to Math • Attend and participate in Math parent trainings • Ensure that students are present and on time for school daily • Assist students in mastering basic math facts - (Focus on fluency to include addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency

- **Staff Training**

To strengthen the PFEP to support Math, we will: • Implement Professional Learning Communities (PLCs) focused on family engagement in Math • Provide staff training on understanding how to better engage families in Math learning • Offer workshops on culturally responsive communication and engagement strategies for Math • Provide teachers with training on how to build parent capacity during Math Night, focusing on foundational skills (basic facts for addition, subtraction, multiplication, and division)

- **Accessibility**

To strengthen the PFEP to support Math, we will: • Record Math parent trainings and post them online for parents with disabilities, experiencing homelessness, or engaged in migrant work • Provide materials in multiple languages to support diverse families • Offer flexible meeting times and locations to accommodate various work schedules

## **Science**

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

Based on data from FY25 NGSS PM 2, 49% of our 5th grade students are not performing on grade level in Science.

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

Based on the data, some of the root causes for our top priorities on our needs assessment are: • Teachers not fully teaching to the depths of the standards • Teachers are not consistently providing opportunities for hands-on science investigations across grade levels • As a school, we have not created a culture that fosters a love of Science across all grade levels • Students are experiencing major gaps in foundational science concepts (Nature of Science) • Parents lack the strategies to assist students in Science at home

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

Some of the possible solutions to address the root causes are: • More professional development and professional learning team meeting, focusing on identifying and disseminating best practices to eliminate ineffective practices • Provide opportunities for tutoring for struggling students • 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 Science?

#### • Communication

We will strengthen the PFEP to support Science, by: • Continuing using existing communication channels: Classroom dojo, backpack flyers, robocalls/text messages & student planners • Improving communication via additional platforms: Facebook, Twitter & Instagram • Creating a dedicated Science section in school newsletters or a separate Science newsletter • Ensuring all communications are clear, concise, and free of scientific jargon • Provide flexible times for parent trainings/meetings to support school-home partnership

#### • Parent Training

We will strengthen the PFEP to support Science, by: • Offering more Parent Learning Academies throughout the school year focused on Science • Providing a menu of parent trainings allowing multiple opportunities for parents to attend desired Science trainings • Varying training modes (face-to-face, virtual & hybrid) to accommodate different schedules and preferences • Focusing trainings on helping parents understand Science standards and inquiry-based learning

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

#### • School

School will... • Provide more targeted trainings, parent chats, and correspondence to help parents understand Science standards and strategies (K-5th) • Implement hands-on science instruction and experiments in classrooms • Offer regular updates on student progress in Science skills • Create opportunities for science exploration and inquiry-based learning • Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (parents training and materials).

- **Students**

Students will... • Actively participate in class discussions and science experiments • Engage fully in scientific inquiry and problem-solving activities • Maintain a science journal to record observations and experiments • Share scientific discoveries and learning with family members \*Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will... • Support ALL school academic initiatives related to Science • Promote science exploration at home • Ensure that students are present and on time for school daily • Engage in science-related activities and discussions with their children \*Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

We will strengthen the PFEP to support Science, by: • Implement Professional Learning Communities (PLCs) focused on family engagement in Science • Provide staff training on understanding how to better engage families in Science learning • Offer workshops on culturally responsive communication and engagement strategies for Science

- **Accessibility**

We will strengthen the PFEP to support Science, by: • Recording Science parent trainings and posting them online for parents with disabilities, experiencing homelessness, or engaged in migrant work • Providing materials in multiple languages to support diverse families

## **Action Step: Classroom Instruction**

Academic supports will 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: \$38,253.00**

<b>Acct Description</b>	<b>Description</b>									
Out-of-system Tutors	<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>	
	Out of System Temp Tutors will provide instructional, push-in support for at risk students in grades K-5 in reading and math (Tentative start date Sept. 2025)	4	\$15.00	5	6	16	Non-Certified	Original	\$28,800.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Adjustment - benefits credit and final allocation.	1	\$2,354.00	General Supplies			Other	\$2,354.00		

## Action Step: Professional Learning

The Single School Culture Coordinator will provide PLC support to teachers through coaching, on-going professional learning that focuses on building teachers' capacity in analyzing achievement data effectively, and sharing best practice in instructional delivery and assessment.

**Budget Total: \$106,078.50**

<b>Acct Description</b>	<b>Description</b>					
Travel out-of-state	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>
	National Literacy Conference: Our purpose in attending this conference is directly aligned with our school's commitment to strengthening instructional practices and enhancing reading interventions for all students. We believe that participation in this conference will provide us with	2	\$2,036.25	Original		\$4,072.50

Acct Description	Description														
	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>invaluable knowledge, resources, and networking opportunities that will significantly benefit our students and the overall literacy program. [January 31 - February 3, 2025/ Columbus, Ohio/ Registration \$755.00, Transportation \$457.25, Lodging \$680.00, Per Diem \$144.00]</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	invaluable knowledge, resources, and networking opportunities that will significantly benefit our students and the overall literacy program. [January 31 - February 3, 2025/ Columbus, Ohio/ Registration \$755.00, Transportation \$457.25, Lodging \$680.00, Per Diem \$144.00]								
Item	Quantity	Rate	Type	Total											
invaluable knowledge, resources, and networking opportunities that will significantly benefit our students and the overall literacy program. [January 31 - February 3, 2025/ Columbus, Ohio/ Registration \$755.00, Transportation \$457.25, Lodging \$680.00, Per Diem \$144.00]															
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze data during professional learning community meeting, model best practices and strategies, and plan and deliver professional learning activities to build the capacity of all teachers in Math and Social Studies in grades K-5.														

## 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: \$43,916.00**

Acct Description	Description																
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Refreshments for Title I Parent/Family Trainings (3 events in PFEP)</td> <td>3</td> <td>\$300.00</td> <td>Program Supplies</td> <td>Original</td> <td>\$900.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Refreshments for Title I Parent/Family Trainings (3 events in PFEP)	3	\$300.00	Program Supplies	Original	\$900.00				
Item	Quantity	Rate	Supply Type	Type	Total												
Refreshments for Title I Parent/Family Trainings (3 events in PFEP)	3	\$300.00	Program Supplies	Original	\$900.00												
Teacher Parent Liaison	Teacher Parent Liaison will coordinate activities with parents and the community as well as providing academic support to teachers and students.																

# Mission Statement

## 1. Mission Statement

The mission of Pahokee IB World School is to facilitate the development of life-long learners and competitive global thinkers through high expectations for all in a safe and nurturing environment. Our school recognizes the importance of forming strong partnerships with parents, families, and community members to positively impact the students in our school. Therefore, we strive to build relationships to create purposeful family engagement for every child, family, and teacher daily.

## Involvement of Stakeholders

Name	Title
Dr. Karen Abrams	Principal
Syrenthia Boldin-Baker	Assistant Principal
Sherry Vargo	SSCC
Cassandra Moreland	IB Coordinator
Christine Boldin	Parent Liaison
Alfedia McCloud	Guidance Counselor
Jermaine Austin	Behavior Health Professional
Donna Cohick	ELL Coordinator
Karen Eure	Supplemental Academic Intervention Teacher
Cathleem Levy	ESE Contact
Tamara Dowdell	SAC Chair
Luz Torres	Parent

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

When selecting members for this group, we elected to include representatives from the school's administrative staff, teachers, parents, and community leaders. The process for choosing these members involved nominations from peers and volunteers from interested parties. All stakeholders and all demographics are welcome. Our committee reflects the demographics at Pahokee ES.

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

To jointly involve Stakeholders in developing the Schoolwide Plan, we will gather input from stakeholders during monthly SAC Meetings held on the first Wednesday of every month from 5:30 p.m. to 6:30 p.m. Stakeholders will have a chance to give their input on the SWP during these meetings. The feedback provided will be recorded and used to further develop the SWP.

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

During the School Advisory Council (SAC) meetings, stakeholders provided input regarding the allocation of Title I funds to enhance parent and family engagement. Following thorough deliberations, stakeholders reached a consensus to increase the allocation of Title I funds for Parent Training and Supplies. Parents expressed a strong preference for receiving resources that could be utilized at home to facilitate and bolster academic learning.

Name	Title
Dr. Karen Abrams	Principal
Syrenthia Boldin-Baker	Assistant Principal
Sherry Vargo	SSCC
Christine Boldin	Parent Liaison

## Annual Parent Meeting

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

The Title I Annual Parent Meeting for SY 25-26 will be held in the school's cafeteria on September 3, 2025, from 4:30 -5:30 pm.

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 community stakeholders will be notified of the Annual Meeting in English, and Spanish via the following ways: -School's marquee - Call outs/ Text blasts - Notices sent home to parents - Flyers (invitations)

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

The following resources will be prepared for the Annual Meeting: FY 25-26 School Compact FY 25-26 Parent and Family Engagement Plan PowerPoint (CLF will be on hand to provide translation for our Spanish-speaking families) Agenda (English/Spanish) Sign-In Sheets (English/Spanish)

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Fostering an Engaging and Welcoming School Environment

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

During this training, faculty and staff will delve into effective strategies designed to cultivate a sense of belonging and inclusion for all families within our school community. The emphasis will be on establishing an environment where families feel not only welcomed but also valued as essential members of our school.

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

The expected impact of this training on family engagement is an increased level of participation in school-sponsored events, such as Parent Leadership trainings (PLA), School Advisory Councils (SAC) meetings, and trimester award programs, among others. This increased involvement is expected to foster a more collaborative relationship between families and the educational institution, ultimately enhancing student outcomes.

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit parent surveys/evaluations and parent-teacher conference notes (that show two-way communication), phone logs and calendar invitations.

- Month of Training

September 2025

- Responsible Person(s)

Syrenthia Boldin

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

- Name of Training

"Empowering Families: Mastering the Art of Effective Student Data Communication"

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

In this training, teachers will explore innovative methods for presenting student performance information that promotes understanding and encourages family involvement in the educational process.

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

The expected impact of this training is that teachers will be equipped with strategies and best practices that facilitate a productive dialogue with families during parent conferences, fostering a collaborative environment that supports student success.

- What will teachers submit as evidence of implementation?

As evidence of implementation, teachers will submit samples of parent-teacher conference notes, evidence of data chats, and/or shared data reports.

- Month of Training

January 2026

- Responsible Person(s)

Syrenthia Boldin

## Parent Trainings

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

- Name of Training

Parent Learning Academy Reading & Writing (ELA)

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

The Parent Learning Academy aims to help parents recognize and implement research-based strategies to support their children's academic learning at home. Specifically, the ELA Parent Learning Academy will address key topics in reading and writing, including writing across content areas, reading with fluency, building reading and writing stamina, and other essential ELA subjects.

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

During this interactive hands-on training, parents will: - Complete a practice F.A.S.T. online assessment to gain insights from a student's perspective. - Explore parent-friendly standards to better understand academic expectations. - Engage in a text-based writing activity to enhance their understanding of the connection between reading and writing. - Learn effective strategies to support students in strengthening foundational reading and writing skills.

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

The expected impact of this training is that parents will be equipped with evidence-based strategies to effectively support their children's academic endeavors at home. By fostering a collaborative environment between home and school, we aim to empower parents with the tools and knowledge necessary to contribute positively to their children's learning process.

- Date of Training

October 2025

- Responsible Person(s)

Christine Boldin

- Resources and Materials

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda Computers

- Amount (e.g. \$10.00)

\$300.00

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

- **Name of Training**

Parent Learning Academy (Math & Science)

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

The Math and Science Parent Learning Academy is designed to assist parents in identifying and implementing research-based strategies that support students' academic learning at home. The Math and Science component of the academy will focus on a range of essential topics, including: Interdisciplinary writing (Text-based Science Writing), Number and Operations in Base Ten (fostering Number Sense), Everyday Mathematics (the application of mathematics in daily life), and The Nature of Science (understanding the foundational questions of science, often referred to as the Five W's).

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

During this training, parents will receive: - Math manipulatives - Research-based math strategies - Science experiments using materials found around the home. - Menu of activities/ word problems that provide opportunities for students to strengthen number sense skills.

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

This parent training aims to equip parents with evidence-based strategies that can be implemented at home to reinforce their children's academic learning in school. The desired outcome of this initiative is to enhance proficiency in Mathematics and Science, thereby contributing to overall academic success.

- **Date of Training**

January 2026

- **Responsible Person(s)**

Derrick Boldin & Telica Abrams

- Resources and Materials

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda Math Manipulatives

- Amount (e.g. \$10.00)

\$300.00

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

- Name of Training

The B.E.S.T. PLA

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

During the B.E.S.T. PLA, parents will delve into the PM 3 F.A.S.T Test expectations for ELA, Math, and NGSS Science. It will also cover strategies to support students emotionally during the testing period.

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

Parents will be provided with a practice copy of the test to familiarize themselves with what their children will encounter during the assessment. Alongside this, they will also receive training focused on strategies to alleviate student anxiety and ways to offer emotional support throughout the testing process.

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

Parents will be provided with strategies focused on standards-based questions to support their children's preparation at home. The expected outcome of this training is to enhance proficiency in English Language Arts (ELA), Mathematics, and Science.

- Date of Training

March 2026

- Responsible Person(s)

Syrenthia Boldin

- Resources and Materials

Copy Paper Pencils Markers Binders/folders Invitations Reflection/evaluation Presentation Handouts Agenda

- Amount (e.g. \$10.00)

\$300.00

## Coordination and Integration

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

- Name of Agency

Migrant Education

- Describe how agency/organization supports families.

Migrant collaborates with Pahokee Elementary School to offer a range of services for the families within our school community. Through this partnership, Migrant enhances support for Pahokee Elementary by: - Promoting family literacy initiatives. - Coordinating opportunities for parent engagement to boost parental involvement. - Facilitating training sessions and activities designed for parents and families.

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

Based on this description the documentation we will provide to showcase this partnership includes the following in English and Spanish: Letters homes Email exchanges Photos of events

- Frequency

As needed

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

- Name of Agency

Boldin Community Impact, Inc.

- Describe how agency/organization supports families.

Boldin Community Impact, Inc. is a non-profit organization that strives to create a positive change in the Glades communities by spearheading and supporting educational initiatives designed to improve the quality of life for our families through educating and empowering parents. Within our partnership, Boldin Community Impact supports Pahokee Elementary School by: • Participating in and supporting all parent-centered trainings/activities. • Facilitating parent trainings (particularly fathers). • Co-sponsoring parent trainings

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

Based on this description the documentation we will provide to showcase this partnership includes the following in English, Spanish and Creole: Sign In sheets Photos of events District Partnership Agreement

- Frequency

As needed

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

- Name of Agency

Bridges AT Pahokee

- Describe how agency/organization supports families.

Bridges AT Pahokee, a local community agency, has the primary goal of assisting families in supporting the development and preparation of children entering school. Within our partnership, Bridges supports Pahokee Elementary School by:

- Participating in and supporting all parent-centered trainings/activities
- Serving as a liaison between the school, parents, and various agencies that support parents in the development of children.

Additionally, a representative from Bridges AT Pahokee is available to speak to parents regarding programs and resources offered by Bridges for the month.

- Facilitating parent trainings.

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

Based on this description the documentation we will provide to showcase this partnership includes the following in English, Spanish and Creole: Sign In sheets Photos of event District Partnership Agreement

- Frequency

As needed

## 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**

During Title I Annual Meeting, SAC meetings, parent trainings, curriculum nights, etc. The school will provide timely information about the Title I programs in English, Spanish, and Creole via the following means: -School Marquee -Parent Link (Callouts) -Flyers with RSVP attachments -Labels in Agendas

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

Evidence that we will upload based on this description includes the following in English, Spanish, and Creole: Classroom Dojo/ Social Media Snapshots School-Parent Compact PFEP summary Monthly Parent Calendars

- **Description**

The school will inform parents about the curriculum at the school and proficiency levels students are expected to meet in the following ways: -Parent-Teacher Conferences -Data Chats -Literacy & Math Family Involvement -Parent-teacher conferences -SAC Meetings

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

Open house/curriculum night presentation, handouts, grade level goals per content area

- **Description**

The school will inform parents in English, Spanish and Creole about forms of academic assessments used to measure student progress and achievement levels of State academic standards in the following ways: -Parent-Teacher conferences -Data Chats -SAC Meetings

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

Progress reports, report cards, assessment results (FAST, Diagnostic, iReady, RRR, etc.)

- Description

The school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children in the following ways: -Parent Links (Call-outs) -Flyers with RSVP attachment -SAC Meetings -Title I Annual Meeting -Parent conferences -Dojo posts

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

Title I Annual meeting invitation and sign-in sheets SAC meeting invitations and sign-in sheets Parent-teacher conference notes

- Description

The school provides supervision of children for parents during SAC meetings. Additionally, all parent trainings are offered in the AM and PM to provide opportunities for working parents to attend, as well as the opportunity to attend meetings virtually.

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

Flyers - offering child care Parent Call Outs (NOT SURE) Meeting Notes (NOT SURE) Parent training agendas offering different times (AM/PM) Agenda/Invitations offering different times

## 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**

The CLF will provide Spanish translation services for all meetings to ensure accessibility for Spanish-speaking participants. Furthermore, all correspondence and official notices will be disseminated in the native languages of the recipients to promote effective communication.

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

Translated documents - Compacts and PFEP summaries, invitations, flyers, letters, and calendars Translated parent link messages Translated letters, agendas, flyers,

- **Description**

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. In addition, to accommodate parents who are unable to attend in person, all meetings will be conducted in a virtual format.

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

Photos of handicapped parking, ramps, elevators

- **Description**

-Our CLF attends every meeting (SAC, Parent Trainings, etc.) to help with translation. -Any correspondence that is sent out, is translated in Spanish. - Our ELL Coordinator hosts a PLC for Migrant families to welcome them to the school, during this meeting information is shared about the Migrant Education Program. -Migrant Pre-K will also host an informational session for those parents to learn more about what is offered at the school. -We have a partnership with the Migrant Department, they pay for two of our teachers to be tutors for students in grades K-2 - this helps families - by supporting learning at home.

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

Home visit/conference notes School presentations for migratory families Meeting notes

- **Description**

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. The Parent Liaison has created a log for families who receive school uniforms and supplies. PES also provides ALL school supplies for families who are in need which include: a bookbag, paper, pencils, crayons, notebooks, etc. Food is also provided for families who are in need - through our Partnership with Feeding South Florida.

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

Student Housing Questionnaire (SHQ) form (2479) Distribution logs for donated uniforms, school supplies, food and transportation logs Email referrals/seeking support for families

## **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

At Pahokee Elementary IB World School, we assist in building students' Non-Academic Skills through our SLL Protocols. Throughout the school day, faculty and staff model, facilitate, and encourage the use of Skills for Learning and Life. These skills promote positive behaviors, assist students in developing a sense of service for others, and address students' mental health needs.

## SBT/MTSS Implementation

### 1. SBT/MTSS Implementation

Once students are identified through the initial referral (academic or behavior) or mandatory referral (Homelessness, foster care, etc.), parents are notified to help participate in the problem-solving process. Next, the team determines if the student is monitored or moves to Tier 2 (supplemental support) based on the data collected. Interventionists monitor the student bi-weekly for 8-10 weeks with forms ( 2284 and 2318) 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

### 1. Well-Rounded Education

Our students receive a well-rounded education here at Pahokee Elementary School. In addition to academics, all students participate in weekly Fine Arts rotations to stimulate their higher-order and critical thinking skills. ALL students receive PE once a week for 45 minutes to teach strategies for ensuring physical fitness and strengthening social skills through organized play with their peers. In addition to PE, students have the opportunity to learn Spanish. Spanish is a valuable component of our IB program and serves as a foundation for the foreign language requirement students will ultimately need to satisfy graduation requirements. As a result of a thriving Spanish program, our 4th and 5th-grade students have successfully competed in the World Language competition. Students also have the opportunity to attend art classes. Students who excel in art primary and intermediate can participate in school, district, and state level Art Shows for parents. Music is also offered to our students, who have a chance to participate in local/community parades. SLL and Media classes are offered to our 4th and 5th-grade students to help with Skills for Life and Learning and enhance their technological skills.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

We vigorously promote College and Career Awareness at Pahokee Elementary IB World School. For example, all staff members have College signs outside of their doors. Likewise, 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, highlighting a school of their choice with various information about the College or University. In addition to college awareness, we educate students on the various technical and entrepreneurial career options available. This year, we will host our first Career Day, in which individuals from the working sector, both white-collar and blue-collar, will share their journeys through their respective careers. Additionally, as an IB school, our students engage in Project-based learning. Project-based learning allows students to learn through real-world problem-solving.

## Transition From Early Childhood to Elementary School

### 1. Transition to Elementary School

We have two VPK classes on campus. In May, before the end of the school year, we host a Kindergarten Kick-Off (formerly Kindergarten Round-Up) event. During this event, parents can meet the Kindergarten teachers and learn about expectations that are required prior to students entering Kindergarten. Flyers are also given to community Head-start programs to advertise Kindergarten Kick-off. Pre-K students can experience being a Kindergartener during the last week of school for a day. It helps begin the transition phase from Pre-K to K.

## Professional Learning

### 1. Professional Learning

Various opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions including the following: -Districtwide Professional Development Days are offered throughout the school year. -Teachers with 1-3 years of experience are paired with veteran teachers within their grade levels. These pairings allow new teachers to observe veteran teachers as they teach their classes and provide support in improving instructional delivery. -Teachers attend ELA and Math trainings as part of the Regional Support. -Teachers are sent to additional trainings for AVID and IB

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

To ensure the successful recruitment and retention of effective teachers, we implement the following strategies: Administrators and the IB Coordinator actively participate in all District and Regional Job Fairs. ELA and Math Coaches, along with the SSCC, provide targeted support for new teachers. Differentiated Professional Development opportunities are offered to meet diverse teacher needs. A structured Mentoring and Peer Teacher Program fosters collaboration and growth. The Glades Supplemental Pay is highlighted as an added incentive for recruitment and retention.