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

ELA

1. List prioritized needs statements.

Our FY26 current PM2 data reveals that 50% of the students in grades 6-10 are performing below proficiency (level 3).

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

The root causes for the above needs assessment statement are as follows: Teachers * Teachers need additional strategies to support struggling readers. * Lack of Tier 1 differentiated instruction. Students * Scheduling and grouping of students lack teacher input and placement in ELA and Intensive Reading classes. Parents * Students are coming to school and class late

3. Share possible solutions that address the root causes.

The possible solutions to address these root causes are to provide: Teachers * Provide a Reading Coach for 1:1 coaching and small-group support. * Conduct Targeted Professional Development (Differentiated Instruction, ELL strategies). * Utilize a teacher survey to identify and resolve student scheduling conflicts. Students * Implement a school-wide literacy initiative to build a culture of reading. * Create a standards-based boot camp (tutorial) specifically for enrichment and remediation needs. Parents * Provide parent trainings focused on the impact of absences and tardiness on student instruction. * Community resource person make weekly calls to parents and home visits (if necessary).

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

• Communication

The school will ensure that all communication is frequent and sent out via Parent Link, social media, email, and on the school marquee.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home in ELA would be to host a Literacy Night focusing on testing strategies and ways to improve academic vocabulary.

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

- School

Pahokee Middle Senior High will continue to provide training for parents and communicate expectations for teachers, students, and parents.

- Students

The students at Pahokee Middle Senior High School 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, administrators, and school staff.

- Staff Training

Provide staff training on enhancing family partnerships in ELA. Focus areas: conducting parent data chats, modeling differentiated instruction at home, and supporting the unique needs of ELL and ESE families.

- Accessibility

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for the families to attend.

Math

1. List prioritized needs statements.

The mid-year data analysis of math reflects the following: * Based on recent PM2 FAST data approximately 27% of students in grades 6-8 are proficient in math. * Based on Geometry Midterm data, 42% of students are currently proficient. * Based on Algebra 1 Midterm data, 37% of students are currently proficient.

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

The root causes to address the needs statements are as follows: Teachers * Struggle to implement effective strategies for differentiation across achievement levels. * Ineffective instructional planning practices. * Difficulty implementing classroom management strategies to support learning. * Lack of support/time from the Math Coach (who is over-leveraged). Students * High frequency of tardiness (arriving late to school), leading to lost instructional time. Parents * Infrequent communication between teachers and parents

3. Share possible solutions that address the root causes.

These are the possible solutions to address the root causes in Math: Teachers * Implement weekly grade-level common planning to improve instructional alignment. * Provide Professional Development specifically in classroom management. * Reduce teaching loads for coaches to allow for meaningful 1:1 teacher support. * Provide communication training so teachers can effectively engage parents regarding attendance and grades. Students * Create a master schedule that moves core testing subjects (Math) out of the first period to protect instructional time from tardiness. * Provide tutorial to help students remediate in the areas they are struggling with in Math. Parents *Parent communication and training using apps like Remind or ClassDojo *Utilize Community resource person to reinforce school-home communication.

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

• Communication

Ensure all communication is frequent and sent out via parent link, social media, email, and school marquee.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) will consist of a Parent development night teaching basic math strategies and online resources to support student learning.

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

- 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): strategies to guide and support students with answering math problems.

- Accessibility

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for the families to attend.

Science

1. List prioritized needs statements.

After analyzing the mid-year data for Science, these are the following needs statements: * Based on the winter diagnostics, it indicates 15% of 8th graders are proficient level 3 or higher. * Based on the Biology mid-term data only 37% of students are at threshold or above.

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

To address the needs assessments for Science, these are the root causes: Teachers * Teachers lack strategies to incorporate the unfinished learning from grades 6th and 7th. * Lack of appropriate benchmark level resources at a level 3 or higher. Students * Cumulative learning gaps from grades 6-7 and the current 8th grade Science curriculum, which requires prior knowledge. * Language barriers for ELL students during instruction and assessments. * Lack of consistent attendance. Parents Lack of parental involvement

3. Share possible solutions that address the root causes.

These are the possible solutions to address the root causes: Teachers * Targeted PD: Prioritizing high-impact standards and mastering the CER Framework (Claim, Evidence, and Reasoning). * Enhanced Resources: Collaboration with regional/district/state partners to access high-quality, level-appropriate assessments. * Collaborative Support: Integration of ELL support staff directly into the classroom during the science instructional block. Students * For FY26, the 6th & 7th graders have transitioned to an accelerated science curriculum that includes 8th grade standards that will be covered in the FY27 diagnostic. * Implement a science boot camp to focus on standards for each category (Life, Earth and Physical Science). Parents * Parent Resource Center: Create a physical or digital space with kits (books, calculators, flashcards) that parents can check out. *Parent Academic Night specific to science investigation and experiments

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

• Communication

The school will ensure that all communication is frequent and sent out via parent-link, social media, email, and the school marquee.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science): Train parents on how to use web-based resources used in science such as study island, brainpop and quizlet to monitor student learning. Host a Science night to showcase experiments and awards for participants.

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) Being trained on parent-link to better communicate with parents. Teachers attend mandatory cadres for new/updated instructional strategies

- Accessibility

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for all families to attend.

Social Studies

1. List prioritized needs statements.

After analyzing the FY26 Social Studies mid year data these are the prioritized needs for Civics and U.S. History * Diagnostic results indicate 26% of the 7th graders are showing proficiency in Civics diagnostic * Based on the mid-term data only 51% of students in U.S. History are at threshold or above.

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

The root causes to address both needs statements are: Teachers * Pacing & Alignment: 50% of Civics standards were not scheduled to be taught prior to Diagnostic testing. * Instructional Delivery: Need for better strategies to help students analyze complex informational texts. *Social dynamics are not considered when scheduling Students * Low Motivation: Lack of engagement due to minimal effort in recognizing achievement. * Literacy Gaps: Significant struggle with analyzing complex, grade-level informational text. * Language Barriers: ELL students face obstacles accessing content during both instruction and assessments. Parents * Lack of parental involvement * Parent work schedules are not allowing them to be available for some meetings, trainings and school events

3. Share possible solutions that address the root causes.

To address the root causes, these are the possible solutions to implement: Teachers * Incorporate targeted review sessions or mini-lessons for standards missed before the diagnostic. * Aggressive Monitoring: Implement real-time monitoring strategies to provide immediate feedback during reviews. * Collaborative Planning: Coordinate with counselors and grade-level teams to ensure student groupings consider social dynamics. * Create Civics EOC binders to use as study guides to prepare for exams Students * Increase support from ELL support staff in classrooms during instructional time. * Implement aggressive monitoring strategies during reviews and during teachable moments *Participate in Civics boot camp to remediate standards Parents Send a "Parent Engagement Survey" specifically designed to find out which hours and which digital platforms work best for our parents? Record all workshops/trainings and host them on a "Parent Academy" section on school website

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

• Communication

The school will ensure that all communication is frequent and sent out via parent link, social media, email and school marquee.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies)on test- taking strategies using sources including EOC administration video, important dates, class expectations in preparation for EOC

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) Training on ways to engage parents with student learning of Social Studies content.

- **Accessibility**

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for the families to attend.

Acceleration Success

1. List prioritized needs statements.

The needs assessment for acceleration addresses two areas Industry Certification and Algebra 1 for middle school. * There were 27 percent of CTE enrolled students who did not achieve a passing grade on an industry certification exam in the prior year. * 45% of the middle school Algebra 1 students are below threshold on the FY26 mid-term assessment.

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

The root causes to address both need statements are as follows: Teachers * Teachers struggle to implement effective classroom management strategies to support student learning. * Lack of intentional planning for preparation of certification exams. * Lack of qualified teachers in CTE courses. * CTE Coordinator and Math Coach having extra preps that reduces the time in which they can support teachers. Students * Students regularly arrive late to class and too many absences. Parents *Lack of parental awareness regarding the value of CTE certifications *Student attendance

3. Share possible solutions that address the root causes.

To address the root cause we will implement the following possible solutions: Teachers * Professional Development: Participate in district-led classroom management training with follow-up implementation support. * Collaboration: Establish common planning and bi-weekly meetings to align lesson delivery and troubleshoot instruction. * Staffing & Retention: Prioritize hiring and onboarding for CTE teachers to ensure they have the support needed to stay long-term. Students * Accountability: Provide students with necessary interventions or consequences for tardies and absences. * Provide tutoring for Algebra and CTE certification courses Parents * Communication: Involve parents in formal discussions regarding student absences and tardiness.

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

- Communication

The school will ensure all communication is frequent and sent out via parent link, social media, email and the school marquee.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Acceleration): Training training on SIS to make sure that the students are keeping up with course work. Free online coding tutorials where parents can practice and learn what their kids are learning in class.

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): Participating in ongoing yearly district led professional development by district CTE personnel.

- **Accessibility**

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for the families to attend.

Graduation Rate

1. List prioritized needs statements.

The prioritized needs assessment for graduation is * 99% of students from the graduating class of 2025 received their high school diplomas.

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

To address the graduation needs assessment the following root cause has been identified..... School * 1 student in the graduation cohort left our school, but did not enroll in another school which caused our school to be penalized and not achieve 100%. Student *Chronic absenteeism due to non-school responsibilities like working or caregiving. Parents *Communication Breakdown: A disconnect between the home and school where early warning signs (like 10+ absences) are not communicated or addressed until the student is too far behind.

3. Share possible solutions that address the root causes.

The possible solutions to the graduation root cause are as follows: School * Assign a specific staff member to families of chronically absent students. This person acts as a navigator rather than an attendance officer, building trust before the student decides to leave. * Train staff to use data (the "ABC's": Attendance, Behavior, and Course Performance) to flag students at 80% risk of dropping out by mid-year. Student * Create an "Attendance Success Plan" with a collaborative contract in which the student works with the guidance counselor and community resource person. Parent * Implement a mandatory meeting for any parent withdrawing a student without a confirmed new school. Use this to provide resources for alternative schooling (GED, online academy, vocational programs).

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

• Communication

The school will * Communicate with parents if a student is absent for two consecutive days without a call, a "wellness check" or home visit is triggered immediately. * Ensure all communication is frequent and sent out via parent link, social media, email and school marquee.

• Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Graduation): Financial Aid presentations and West Tech presentations and registration.

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

• School

School will...Continue to keep parents informed about graduation requirements and communicate with the parents and students regarding their progress.

• Students

Students will... attend school and complete the required courses and assessments in a timely manner.

• Parents

Parents will...support the school and their children by effective and frequent communication regarding attendance and academic 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 (Graduation): Staff will receive professional development via.

• Accessibility

To ensure all families are accommodated, school information will be provided in languages to support the school population, access to accommodations and meetings at times convenient for the families to attend.

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: \$193,400.63

Acct Description	Description
Online subscription	
Classroom Teacher	The Math Teacher will provide targeted mathematics instruction for students in grades 9–12 who are performing below grade level.
Classroom Teacher	The Reading Teacher will provide targeted reading instruction for students in grades 6–10 who are perform below grade level.

Acct Description	Description
Out-of-system Subs	Out-of-system Subs
Supplies	Supplies
Extra Periods	(Intermitent) Certified teachers will provide small-group tutorials for grades 6-10 to the lowest 25 in ELA through push-in and pull-out intensive interventions. (5 teachers will tutor 2 periods per week, one period per day, for 5 weeks) / Certified teachers will provide small-group tutorials for the lowest 35 high-level 2's in Math grades 6-8 and Algebra 1 through push-in and pull-out intensive interventions. (4 teachers will tutor 2 periods per week, one period per day, for 5 weeks) / Certified teachers will provide small-group tutorials for 7th graders in Civics and Social Studies, and U.S. History for 10th and 11th graders through push-in and pull out intensive interventions. (2 teachers will tutor 2 periods per week, one period per day, for 5 weeks) Beginning in March.

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: **\$222,399.37**

Acct Description	Description
Supplies	Supplies
Coach	The Math Coach will observe instructional delivery and provide targeted feedback to strengthen teaching practices and support the development of each teacher’s content expertise in mathematics.

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinator(260 DD) will analyze data to inform instructional practices, support and facilitate parent trainings, lead professional learning, and assist with common planning across all conte areas.
Travel out-of-county	

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:



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.

At the beginning of each school year, we invite parents and community members to become educational partners. Opportunities to join are shared through flyers, Parent-link call-outs, and social media. During our Annual Meeting, Open House, and School Advisory Council (SAC) meetings, we actively invite stakeholders to participate in developing and making decisions for our School-wide Plan. Officers are nominated and elected for the new school year during the first SAC meeting. We welcome and encourage parents and community members to attend and participate in all school meetings.

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

In February 2026, stakeholders were invited to participate in the Comprehensive Needs Assessment (CNA) process to discuss school needs, areas for improvement, and preparations for the 2026-2027 school year. Additionally, stakeholders are invited to all key decision-making meetings. These include the Annual Meeting which is scheduled for September or October 2026 (date TBA)—and School Advisory Council (SAC) meetings, which take place on the fourth Monday of every month, beginning August 24, 2026.

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 valuable input during department stakeholder meetings, using data to identify specific departmental needs to improve student learning. All feedback was integrated into the Comprehensive Needs Assessment (CNA). Based on stakeholder recommendations, priorities include implementing quarterly parent meetings as well as expanding in-school and after-school tutoring. Parent input will continue to be gathered throughout the school year during meetings and conferences to guide future decisions on tutoring and other resource allocations aimed at boosting 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 September 1st 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 through various channels, including the school website, marquee, ParentLink, SIS (Student Information System), social media platforms, and flyers sent home with students.

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 include developing an presentation PowerPoint and providing copies of both the Parent and Family Engagement Plan (PFEP) and the School-Parent Compact. During the meeting, parents will review these documents, and their suggestions and recommendations will be collected to make any necessary revisions.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Strengthening Parent-Teacher Communication to Support Student Success

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

Staff will learn research-based communication strategies that strengthen relationships with families and promote shared responsibility for student learning. This includes: Using clear, consistent, and culturally responsive communication Structuring effective parent conferences Implementing proactive communication routines (weekly updates, positive contacts, follow-ups) Using multiple communication platforms to reach all families (phone, email, ParentLink, Class Dojo, etc.)

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

This training will increase families' confidence in partnering with teachers and improve the quality of communication between home and school. Teachers will understand how positive, timely communication builds trust, increases parent participation, and strengthens the school-family partnership. As a result, families will feel more informed, more connected, and more empowered to support their child's academic and social-emotional growth.

- What will teachers submit as evidence of implementation?

Parent communication logs (calls, emails, Parentlink and Class Dojo messages) Samples of positive outreach (progress updates) Notes from parent conferences or meetings Family Interest Inventories or communication preference surveys Reflection on how communication strategies improved family engagement

- Month of Training

September 2026

- Responsible Person(s)

Natasha Twiggs and Luis Paniagua

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Supporting ELL & SWD Students Through Effective Parent-Teacher Communication

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

Staff will learn communication strategies that help families of ELL and SWD students understand classroom expectations, academic progress, and support strategies that can be used at home. This includes: Providing translated or simplified materials when needed including classroom expectations and class syllabus Sending Translated Parent communication in needed language Modeling strategies parents can use at home to reinforce learning Structuring conferences to ensure parents feel heard, valued, and included

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

This training will strengthen relationships between school and home by helping parents feel more confident supporting their child's learning needs. Teachers will understand how to: Build trust with families Communicate progress clearly Share simple, actionable strategies families can use at home

- What will teachers submit as evidence of implementation?

Teachers will submit: Notes from parent conferences Samples of simplified or translated communication Translated classroom expectations and syllabus that were shared with parents. Logs of positive outreach to families in parent native language Examples of strategies shared with parents (checklists, visuals, sentence frames) Student work samples

- Month of Training

January

- Responsible Person(s)

Natasha Twiggs, Luis Paniagua, Veronica Shaw, Hygens Success

Parent Trainings

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Preparing for Postsecondary Success: College Admissions, Recommendations & Financial Aid

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

Parents will learn how to support their children through the college admissions process by understanding application requirements, organizing deadlines, assisting with letters of recommendation, and completing the FAFSA and other financial aid applications. Families will also learn how to help students research colleges, scholarships, and career pathways.

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

Parents and students will participate in three hands-on sessions: Session 1: College Admissions – Families will build a sample college list (reach, match, safety), complete a mock application section, and review an admissions timeline. Session 2: Letters of Recommendation – Parents and students will complete a “Student Brag Sheet” to support strong recommendation requests and practice drafting a request email. Session 3: FAFSA & Financial Aid – Families will walk through the FAFSA checklist, create FSA IDs, and complete sample FAFSA questions with staff support.

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

The expected impact of this training is to increase the number of students who successfully complete college applications, secure strong recommendation letters, sign up for scholarships, and submit financial aid applications on time. By equipping families with clear steps and tools, students will be more prepared for postsecondary opportunities and better positioned to access scholarships and financial support.

- **Date of Training**

October

- **Responsible Person(s)**

Natasha Twiggs, Luis Paniagua, Earlean McLemore, Betsy Smith, Jynel Andrews, Brian Lawson, Hygens Success, Shaneka Bryant

- Resources and Materials

Computers, FAFSA guides, college application templates, sample scholarship essays, pens

- Amount (e.g. \$10.00)

\$150

3. Parent and Family Capacity Building Training #2

- Name of Training

Pathways to Academic & Postsecondary Success

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

Parents will learn strategies to support student success across core academic subjects while also gaining tools to help their children prepare for postsecondary pathways. This includes understanding grade-level expectations, practicing ELA, Math, Science, and Social Studies strategies at home, and supporting students with college and career readiness tasks such as monitoring progress, preparing for assessments, and staying on track with academic planning.

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

Session 1 – Academic Success Stations Parents will engage in hands-on activities using sample passages, math problems, science data charts, and civics review tools to practice strategies they can use at home. Session 2 – Goal Setting & Progress Monitoring Families will complete a goal-setting activity, review progress-monitoring tools, and learn how to support students in tracking assignments, grades, and assessment preparation. Session 3 – Postsecondary Planning Lab Parents and students will explore graduation requirements, college and career options, and complete a sample academic and postsecondary planning timeline.

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

The expected impact of this training is to strengthen the home-school connection by equipping parents with academic and postsecondary planning strategies that reinforce learning at home. Students will become more confident, better prepared for classroom and state assessments, and more aware of the steps needed to pursue college and career opportunities.

- Date of Training

December 2026

- Responsible Person(s)

Natasha Twiggs, Guy tabuteau, Luis Paniagua, Earlean Mclemore, Hygens Success

- Resources and Materials

Sample tests, academic strategy handouts, reading guides, math manipulatives, science data sheets, civics review materials, goal-setting templates, computers, pens, pencils, highlighters, folders

- Amount (e.g. \$10.00)

\$150

5. Parent and Family Capacity Building Training #3

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

McKinney Vento Program

- Describe how agency/organization supports families.

The McKinney-Vento Homeless Education Program (MVP) Team supports families experiencing housing instability by connecting them with dedicated caseworkers and providing essential items like school supplies, uniforms, and other supplemental services.

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

To demonstrate our partnership and support, we will provide documentation that includes: Student Housing Information forms, Informational pamphlets detailing available family services, Records of the supplemental support services provided to families.

- 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 provides vital support to our school community by funding student participation in field trips and extracurricular activities. Beyond enriching these K-12 experiences, they invest in our students' futures by awarding college scholarships to high school seniors pursuing post-secondary education. Additionally, Florida Crystals extends its impact to the entire household by offering valuable job training and employment opportunities for both parents and students.

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

To demonstrate our ongoing partnership, we will provide documentation including: Proof of funding for school-sponsored events, Flyers advertising career and training opportunities, Copies of 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.

To showcase partnership the following artifacts will be provided: Parent night agendas and sign -in sheets, Competition Awards Student achievement programs Flyers, programs

- 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 parents are fully informed about our Title I programs by distributing the School-Parent Compact, the PFEP summary, and the Parents' Right-to-Know notice, as well as hosting the Title I Annual Meeting and monthly SAC meetings. To support student academic success, we offer parent training sessions, in-school and after-school tutoring, and college readiness initiatives. Prior to all Title I programs, activities, and meetings, information is communicated in both English and Spanish through flyers sent home with students, the school marquee, ParentLink, and social media platforms.

- 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 school curriculum and student academic progress through scheduled meetings with teachers, guidance counselors, and ESE or ELL coordinators. These discussions will take place during the Title I Annual Meeting, SAC meetings, parent-teacher conferences, and Curriculum Night. Key topics covered will include school-wide data, graduation status, report card reviews, pupil progression guidelines, individual student data chats, and targeted remediation plans designed to boost proficiency levels.

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

Meeting Invitation ,agenda, handouts, sign-in sheets Meeting presentation pupil progression/ graduation requirements Conference notes Evaluation forms

- Description

Parents will be informed about the academic assessments used to measure student progress during parent-teacher conferences, IEP/504 meetings, and parent or curriculum nights. These sessions will detail the specific types of assessments administered, what students are expected to learn, and the criteria required for their academic success.

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

Conference notes Progress reports Assessment results (USA, PM) SAC agendas

- Description

Parents will be informed about opportunities to participate in educational decision-making by being invited to join our School Advisory Council (SAC) and stakeholder meetings. These invitations will be communicated regularly through ParentLink calls, social media updates, flyers, and mailouts.

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

Meeting flyers/Invitations, sign-in (SAC, Annual mtg) School platforms (Social media,Parent link,Marquee) Conference notes (IEP,LEP, Parent conferences)

- Description

To accommodate families who cannot attend standard school meetings (such as IEP,504,SBT, ELL, or parent-teacher conferences), activities, and events, we will offer flexible scheduling options across various days and times, including morning and evening sessions. Additionally, dedicated time will be set aside for home visits, and families may schedule appointments with a Title I team member to review information, resources, and training materials from any sessions they missed.

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

Agendas Meeting notifications Meeting notes/home visit logs Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings) Parent training invitations and agendas at different times (invitations, agendas,sign-in) Screenshots of school marquee & social media meeting notifications

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

To support parents and families with limited English proficiency, a language facilitator will be available at all meetings to translate and interpret presentation materials into their preferred languages.

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

Evidence will consist of: Conference notes with CLF in attendance for translation photos of engagement during meetings copies of information provided in different languages

- Description

Parents and families with disabilities will be provided with accessible services, including designated accessible parking, elevator access, and easily reachable seating. Upon request, accommodations will be tailored to meet the individual needs of parents and family members with hearing or visual impairments.

- 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

To best support our migrant families, meetings will be offered at various times throughout the day to accommodate diverse work schedules. A dedicated migrant counselor is available to provide students with targeted academic support. For parents unable to attend scheduled events, individual appointments can be made to review meeting information. Additionally, all meeting resources and documents are stored in a centralized Google Drive, allowing administrative and secretarial staff to easily print materials for parents upon request.

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

Evidence will consist of: Flyers of services offered for families Meeting Invitation, letters (translated) Communication from Migrant department

- Description

Families experiencing homelessness are provided with comprehensive wrap-around resources and information from the McKinney-Vento program and partnering community agencies to assist them through difficult times. Our school further supports these families by collaborating with local programs that donate clothing, food, and essential school supplies. Additionally, to accommodate unique scheduling needs, parents may make individual appointments with school staff to receive updates and information from any missed meetings.

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

Evidence will consist of: Needs survey & notes of items provided 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

Pahokee Middle High School leverages state F.A.S.T. assessment data alongside district benchmarks (FSQ, USA, PM) to strategically allocate resources, drive standards-based instruction, and accelerate student achievement. Through weekly embedded Professional Learning Communities (PLCs), educators collaborate to analyze student data, monitor progress, and deliver targeted remediation and enrichment. Programs & Opportunities In our Choice Programs, students engage in hands-on learning, field experiences, and community mentorship through International Baccalaureate (IB), Medical, Robotics, and CAP program. College & Career Readiness is provided through our AVID program which equips students with essential organization, study skills, and immersive college campus tours. Advanced scholars can also earn college credit early through dual enrollment at Palm Beach State College. Extended Learning & Support: Academic growth continues beyond the school day through after-school tutorials and the STRAPP program. Our Mission at PMHS is dedicated to delivering a high-quality, comprehensive education that empowers students to become well-rounded, productive leaders prepared for post-secondary and career success.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At Pahokee Middle High School, as a proud AVID/IB institution, we connect students directly to higher education and S.T.E.M. career paths through targeted research, university campus visits, and career exploration. We equip students with the core skills needed to excel in post-secondary education and the modern workforce, including hands-on experience in robotics engineering and participation on our competitive robotics team. Our guidance team conducts individual student conferences and interactive workshops to ensure families are fully prepared for high school graduation and college admission. Through our comprehensive college readiness plan, parents and students gain access to resume-building workshops, scholarship search tools, and bi-annual FAFSA completion information sessions. Our accelerated academic options—including AICE, AP, and IB courses—help students bridge the gap between rigorous coursework and real-world career technical skills, motivating them to master the exact competencies needed for their chosen fields. Key Choice Programs aligned with this vision include: *Civil Air Patrol *International Baccalaureate Diploma Programme *Medical Sciences - Pre-Medicine (Workforce) (In-House) *Information Technology Each structured program of study provides clear pathways toward industry certifications and early college credits. The AVID (Advancement Via Individual Determination) elective empowers students to take personal ownership of their academic success by instilling foundational WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies. To build a strong college-going culture, our entire school community celebrates College Shirt Day every Thursday, 11th and 12th graders participate in college tours, and visiting university representatives host on-campus info sessions and application drives.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable

Professional Learning

1. Professional Learning

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.