Pahokee Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

https://pes.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The Vision of Pahokee Elementary School is to build a community of learners using literacy as our primary focus of instruction. Faculty, students, parents, and community are committed to establishing a learning environment that promotes literacy, life long learning and college readiness.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Abrams, Karen	Principal	The job and responsibilities of the Principal are: Create a vision of academic success for the school Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. Challenges beliefs and practices that interfere with achieving the vision. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. Serves as the cheerleader, coach, and standard bearer for the vision. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. Monitors the implementation of effective instruction to meet the needs of all students. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Boldin, Syrenthia	Assistant Principal	The Assistant Principal: Applies principles and practices of a Multi-Tiered System of Supports (MTSS) while supporting the initiatives implemented under a Single School Culture. Coordinates the development and implementation strategies of District and state mandated programs for district-wide utilization at a designated level and/or subject area. Develops and disseminates information pertinent to SSC to assure compliance with goals, objectives, and activities and budget limitations as specified in grant application. Coordinates and monitors the utilization of SSC resources, and assists in

Name	Position Title	Job Duties and Responsibilities
		coordinating and monitoring project budgets.
		Assists with staff development activities, and the planning and implementation of the in-service training for SSC related activities.
		Provides quality assessments by conducting on-site reviews and prepares informational reports.
		Assists in the preparation and collection of evaluative data and in the dissemination of evaluation results.
		Assists in establishing performance objectives and goals for SSC implementation in the areas of behavior and climate.
		Monitors compliance with federal, state, and District guidelines related to project activities.
		Meets regularly with District and regional staff to ensure continual alignment to the District Strategic Plan
Vargo, Sherry	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Baity, Eureka	Instructional Coach	The Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide

Name	Position Title	Job Duties and Responsibilities
		support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.
Boldin, Christine	Other	The job and responsibilities of the SSCC are: To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal. Essential functions of the job may include but are not limited to the following: • Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning. • Develops schemes of work, lesson plans and tests that are in accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • Encourage and monitor the progress of individual students and use information to adjust teaching strategies. • Maintain accurate and complete records of students' progress and development. • Update all necessary records accurately and completely as required by laws, district policies and school regulations. • Prepare required reports on student assessments. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to teachers colleagues and parents regarding student progress and student needs. • Establish and communicate clear objectives for all learning activities. • Prepare classroom for class activities. • Provide a variety of learning materials and resources for use in educational activities. • Observe and evaluate student's performance and development. • Assign and grade class work, homework, tests and assignments.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.
? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School
Culture Coordinators and the Administrative Team.
? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and
community support services for families of migrant students. These supports are supplemental to school-wide
supports for students and families.
? A school district officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made
aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/ visitors before they can go to
a classroom, or school event on campus, and most recently
? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our
team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs USA, s, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments,

The Unit Assessments will occur at the end of each unit of
study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year.
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained

by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.
The annual test for ESE students is the FSAA. The FSAA is used to assess ESE student s& #39; proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

Student work and best practices are shared and analyzed during Administrative Team meetings, Professional
Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the
mandated curriculum.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of
Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks.
The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early
Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments,

Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is
ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	25	12	26	13	27	0	0	0	103
One or more suspensions	0	1	1	0	3	9	0	0	0	14
Course failure in English Language Arts (ELA)	0	20	12	25	31	16	0	0	0	104
Course failure in Math	0	7	9	22	15	15	0	0	0	68
Level 1 on statewide ELA assessment	0	0	0	6	14	14	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	5	8	9	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	5	23	14	0	0	0	44

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	10	22	24	24	0	0	0	95

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	23	15	23	26	26	0	0	0	130
One or more suspensions	1	0	4	1	8	11	0	0	0	25
Course failure in ELA	9	17	28	31	19	26	0	0	0	130
Course failure in Math	8	9	22	23	11	35	0	0	0	108
Level 1 on statewide ELA assessment	0	0	0	31	21	29	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	26	23	33	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	45	35	43	0	0	0	123

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	12	24	35	29	40	0	0	0	147

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	0	9	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	3	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	23	15	23	26	26	0	0	0	130
One or more suspensions	1	0	4	1	8	11	0	0	0	25
Course failure in ELA	9	17	28	31	19	26	0	0	0	130
Course failure in Math	8	9	22	23	11	35	0	0	0	108
Level 1 on statewide ELA assessment	0	0	0	31	21	29	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	26	23	33	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	45	35	43	0	0	0	123

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	12	24	35	29	40	0	0	0	147

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	2	2	0	9	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	3	0	0	0	3

Column group header: **Grade Level**

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	53	53	33	59	56	36		
ELA Learning Gains				43			37		
ELA Lowest 25th Percentile				32			24		
Math Achievement*	55	57	59	43	53	50	24		
Math Learning Gains				65			15		
Math Lowest 25th Percentile				48			10		
Science Achievement*	48	54	54	19	59	59	22		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	38	56	59	89			52		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	49			
AMI				
ASN				
BLK	40	Yes	2	
HSP	50			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	3	3
ELL	59			
AMI				
ASN				
BLK	33	Yes	1	
HSP	59			
MUL				
PAC				
WHT				
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			55			48					38
SWD	15			22							3	
ELL	41			68							3	38
AMI												
ASN												
BLK	36			47			41				4	
HSP	44			73			63				5	38
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	36			55			47				5	38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	43	32	43	65	48	19					89
SWD	9	8		18	50		0					
ELL	52	55		55	82		18					89
AMI												
ASN												
BLK	25	36	30	35	55	33	18					
HSP	47	56		59	84		20					89
MUL												
PAC												
WHT												
FRL	33	44	33	42	65	48	19					89

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	37	24	24	15	10	22					52
SWD	9	38	36	0	8							
ELL	60	58		25	11		39					52
AMI												
ASN												
BLK	26	27	18	19	11	13	14					
HSP	54	52		30	19		30					52
MUL												
PAC												
WHT												
FRL	35	36	24	25	15	10	22					52

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	52%	58%	-6%	58%	-6%
03	2023 - Spring	34%	48%	-14%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	57%	-3%	59%	-5%
04	2023 - Spring	73%	52%	21%	61%	12%
05	2023 - Spring	43%	56%	-13%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the FAST data, Reading at 42% was the lowest performance area. Some contributing factors to the low performance in reading were the teachers were learning new benchmarks, a new curriculum and a new platform (computer-based testing). One noted trend was the Reading across genres category was low across all grade levels. Schoolwide, students struggled with summarizing text, determining central ideas, and identifying key details and/or theme.

Pahokee Elem. FY21 FY22 Goal FY22 Actual FY23 Goal FY23 Actual
3rd ELA 54% 60% 33% 45% 34%
4th ELA 24% 60% 41% 45% 53%

5th ELA 24% 40% 21% 45% 38%
Schoolwide ELA 42% overall up from 32%

3th Math 33% 50% 40% 45% 54%
4th Math 29% 45% 48% 50% 73%
5th Math 21% 40% 34% 50% 43%
Schoolwide Math: 57% overall up from 41%

5th Science 20% 30% 16% 41% 46%
Schoolwide Science: 46% up from 16%

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

There were no declines from the prior year.

Pahokee Elem. FY21 FY22 Goal FY22 Actual FY23 Goal FY23 Actual
3rd ELA 54% 60% 33% 45% 34%
4th ELA 24% 60% 41% 45% 53%
5th ELA 24% 40% 21% 45% 38%
Schoolwide ELA 42% overall up from 32%

3th Math 33% 50% 40% 45% 54%
4th Math 29% 45% 48% 50% 73%
5th Math 21% 40% 34% 50% 43%
Schoolwide Math: 57% overall up from 41%

5th Science 20% 30% 16% 41% 46%
Schoolwide Science: 46% up from 16%

The following factors contributed to there being no declines:
-Student groupings
-Tutorials
-Push in/ Pull out Support
-Adjustments in teacher and student schedules as needed
-Differentiated Professional Development
-Coaching on the Spot
-Peer Learning Walks
-Peer Modeling/Lab sites

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

When compared to the state average, the data component had the greatest gap was 3rd grade ELA. The factor(s) that contributed to this gap and any trends include:
-Teachers were learning new benchmarks
- Teachers were using a new curriculum
- Students were tested using a new platform
*One noted trend for reading was Reading across genres category was low across all grade levels.
Students struggled with summarizing text , including identifying key details and/or theme.

PES Proficiency VS. State Proficiency
ELA:
3rd Grade 34% 3rd Grade 50%

4th Grade 52% 4th Grade 58%
5th Grade 40% 5th Grade 54%

Math:
3rd Grade 54% 3rd Grade 59%
4th Grade 73% 4th Grade 61%
5th Grade 43% 5th Grade 55%

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

The data component that showed the most improvement was Science. The new actions our school took in this area included:
- Student and teacher schedule changes
-Realigned teacher support
-Consistent school-based and Regional collaborative planning sessions
-The use of supplemental resources with fidelity
-Science tutorial

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part I, the potential area of concern is student attendance. Our goal is to reduce the number of student with 10 or more absences, by 10%.

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

Our highest priorities for school improvement in the upcoming school year are:
-Maintaining proficiency achieved schoolwide FY 23
-Making adequate learning gains in FY24
- 3rd-5th grade Text-based Writing

-As an early intervention to increase student readiness to enter kindergarten, we offer a school-year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and supported by the Department of Early Childhood and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards.

1. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.
Our Area of Focus is that of creating a positive culture and environment, specifically relating to improving student attendance across grade levels. Based on our SIS data, student attendance was identified as a crucial area of improvement. Data indicated that 130 students (39% of the school population had 10% or more absences. As we crossed referenced the attendance it correlated with the students that were underperforming on the F.A.S.T assessments.

Or plan is to:
- provide engagement activities that our students look forward to attending as an motivational tool (ie - popcorn parties, slushies and field day activities).
-provide incentives for students that are improving their attendance and tardy patterns.
- our guidance counselor monitors the attendance data weekly and personally reaches out to the student's parents via phone calls or home visits.
-create attendance plan for chronic students.
In addition to providing within the school setting, we also plan on providing professional development to school staff as well as the parents so that they are able to support our student attendance, participation and engagement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will decrease the number of students with 10% or more absences by 10% (13 students) by December 2023 and another 10% by the end of the year (13 students).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored for the desired outcome using the attendance summary in SIS.
Scheduled pulling of Attendance data.
Attendance/Truancy Meetings

Person responsible for monitoring outcome:

Sherry Vargo (sherry.vargo@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement CHAMPS and Positive Behavior Supports for this Area of Focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

CHAMPS
Schoolwide Positive Behavior Supports
Choice Programs/AVID/Character Development, etc.
Parent Involvement
Schoolwide Attendance plan

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure that all faculty and staff members are trained on CHAMPS and PBS Interventions.

Schoolwide Attendance Plan
a. Systematic monitoring of student attendance
b. Incentives for students who attend school regularly and those with the most improved attendance
c. Ongoing communication with parents and teachers about the importance of attendance and attendance rate to ensure all stakeholders are supporting student attendance.

Person Responsible: Christine Boldin (christine.boldin@palmbeachschools.org)

By When: We will complete Professional Development by October 13, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with the School District of Palm Beach County Strategic Plan, 2a - Implement innovative learning approaches including acceleration options in all four core subjects, project-based learning, and authentic assessment.
Based on the FAST data, Reading at 42% was the lowest performance area. Some contributing factors to the low performance in reading were the teachers were learning new benchmarks, a new curriculum and a new platform (computer-based testing). One noted trend was the Reading across genres category was low across all grade levels. Schoolwide, students struggled with summarizing text, determining central ideas, and identifying key details and/or theme.

Pahokee Elem. FY21 FY22 Goal FY22 Actual FY23 Goal FY23 Actual
3rd ELA 54% 60% 33% 45% 34%
4th ELA 24% 60% 41% 45% 53%
5th ELA 24% 40% 21% 45% 38%
Schoolwide ELA 42% overall up from 32%

3th Math 33% 50% 40% 45% 54%
4th Math 29% 45% 48% 50% 73%
5th Math 21% 40% 34% 50% 43%
Schoolwide Math: 57% overall up from 41%

5th Science 20% 30% 16% 41% 46%
Schoolwide Science: 46% up from 16%

After analyzing the previous year's data, we determined that we needed to focus on improving instructional practices. Although teachers are more familiar with the current benchmarks, many are struggling with planning the HOW of standards-aligned instruction. As a result, a major area of focus is for teachers to deliver academic instruction to the full depth (rigor) of the standards across all content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable outcome for the FY24 school year is to increase all content areas (ELA, Math & Science) to the following:

Our goal is to increase reading proficiency in 3rd grade from 34% to 42%.
Our goal is to increase math proficiency in 3rd grade from to 54% to 57%.

Our goal is to increase reading proficiency in 4th grade from 52% to 55%.
Our goal is to increase math proficiency in 4th grade from 73% to 75%.

Our goal is to increase reading proficiency in 5th grade from 40% to 55%.
Our goal is to increase math proficiency in 5th grade from 43% to 74%.

Our goal is to increase science proficiency in 5th grade from 46% to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Administration will attend, participate in, and monitor planning for core academic instruction in ELA, Math, and Science.
2. Administration will monitor for implementation/ delivery of standards-based instruction through teacher observations, classroom walkthroughs (learning walks), and lesson plan reviews.
3. In PLC's, teachers and administration will disaggregate student assessment data to identify patterns of strengths, as well as opportunities for improvement. The disaggregated data will then be used to plan standards-based instruction to include plans for enrichment, on level, remediation, and small group instruction to meet the needs of students .

Person responsible for monitoring outcome:

Karen Abrams (karen.abrams@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy implemented for the Area of Focus is the use of the Coaching Cycle to include goal setting, planning, observation, and reflection.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Coaching Cycle is the specific strategy selected because we have identified a need for tiered support for teacher learning and growth to better meet then needs of our students . The resources/criteria used for selecting this strategy include:
- Classroom observations
-Disaggregation of data
-Collaborative planning/ PLCs
-On the Spot Coaching

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our action steps include:
- Identifying needs based on classroom observations
- Assigning coaches based on teacher needs within their core subjects.
-Creating a menu of instructional strategies to be shared at PLCs/ collaborative planning base on most current student data
-Collaborative planning to support teachers in addition to coaching supports

Person Responsible: Syrenthia Boldin (syrenthia.boldin@palmbeachschools.org)

By When: Ongoing- May 2024

No description entered

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.
7. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
8. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus will be Instructional Practices specifically aligned to standards aligned instruction.

In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom.

Based on the iReady data, and the prior data trends of our school, our student are struggling with Phonics, Vocabulary, and Comprehension. FY 23 end-of-year data indicated that the percentage of students
one or more grade levels below are: Kinder (17%), Grade 1 (45%), Grade 2 (53%).

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our area of focus will be Instructional Practices specifically aligned to standards aligned instruction.

In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom.

Based on the FY22-23 FSA data ELA overall proficiency was 42%. FY 23 end-of-year data indicated that the percentage of students not on track to score a level 3 or above are: Grade 3 (67%), Grade 4 (47%), Grade 5 (62%).

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Our measurable outcome for the FY24 school year is to increase students scoring at or above grade level by a minimum of 5% or more, as measured by the EOY Reading iReady Diagnostic Assessment, to:
EOY 22-23 to EOY 23-24
In Kinder from 83% to 88%.
In 1st grade from 56% to 61%.
In 2nd grade from 47% to 52%.

Grades 3-5 Measurable Outcomes

Our measurable outcome for the FY24 school year is to increase ELA scores to a minimum of 50% proficiency and/or an increase of 5% or more in proficiency as measured by Winter and Spring Progress Monitoring.

In 3rd grade from 34% to 42%.
In 4th grade from 52% to 55%.
In 5th grade from 40% to 55%.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's Areas of Focus will be monitored for the desired outcomes in the following ways:

-Administration will attend, participate in, and monitor planning for core academic instruction in ELA, Math, and Science.

-Administration will monitor for implementation/ delivery of standards-based instruction through teacher observations, classroom walkthroughs (learning walks), and lesson plan reviews.

-In PLC's, teachers and administration will disaggregate student assessment data to identify patterns of strengths, as well as opportunities for improvement. The disaggregated data will then be used to plan standards-based instruction to include plans for enrichment, on level, remediation, and small group instruction to meet the needs of students .

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Abrams, Karen, karen.abrams@palmbeachschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Through the use of district approved and provided resources, research based practices will be implemented to achieve the measurable outcomes in grades K-5th include:

These Evidence-based Practices/Programs include:

-Explicit instruction that involves teaching specific skills or concepts in a highly structured manner. Our teachers will use explicit instruction to teach new skills or teach students to generalize knowledge to novel
settings.

-We will also use Strategy instruction. Strategy instruction or strategy groups involves teaching students clear strategies that help them process and respond to an assignment or task. Because of our various
level

of achievement and the achievement gaps that our students are facing we will us this strategy to help students master a learning strategy and decrease learning gaps.

-The use of Researched-based Interventions (LLI, SPIRE, RISE, Sound Sensible, Voyager).

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The use of Explicit Instruction and Strategy group instruction, used along with our different subgrouping, strategies has been shown to be effective in teaching both struggling learners and students with disabilities.
This along with prescriptive professional development for our teachers should help to improve our instructional practice.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching K-2: Provide coaching and other professional development support that enables teachers to reflect on how to improve student learning and implement various instructional programs and practice through PLCs and collaborative planning.	Boldin, Christine, christine.boldin@palmbeachschools.org
Literacy Coaching 3-5: Provide coaching and other professional development support that enables teachers to reflect on how to improve student learning and implement various instructional programs and practice through PLCs and collaborative planning.	Vargo, Sherry, sherry.vargo@palmbeachschools.org
Professional Learning We will participate in ongoing Professional Learning to continuing to build capacity of our leadership team and develop our teachers through professional development and collaborative planning. Through these professional learning opportunities we will: *Clearly identify the expectations for learning *Highlight important details of the concept or skill *Gives precise instructions *Models concepts or procedures *Connects new learning to previously learned content	Boldin, Syrenthia, syrenthia.boldin@palmbeachschools.org
Literacy Leadership - Meet regularly with the Literacy Leadership Team to monitor the areas of focus to determine literacy needs, monitor progress and identify next steps.	Abrams, Karen, karen.abrams@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$5,933.49
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	1101 - Pahokee Elementary School	UniSIG		$2,864.05
			Notes: Family Engagement Supplies: Cases of paper, student planners to communicate between home and school, binders, poster maker paper for large displays at parent events. Total = $2,864.05.			
	6150	390	1101 - Pahokee Elementary School	UniSIG		$680.00
			Notes: Other purchased services (not a sub-agreement) - COX Science Center will present enrichment program - Family Steam Night to have hands-on experiences with STEAM based lessons. Total = $680.			
	6150	390	1101 - Pahokee Elementary School	UniSIG		$720.00
			Notes: External Printing services to print our Quarterly newsletter. 4 x $180 = $720.			
	6150	370	1101 - Pahokee Elementary School	UniSIG		$550.44
			Notes: Postage for mailing invitation and newsletters to Pahokee ES families. 834 x $0.66 = $550.44.			
	6150	160	1101 - Pahokee Elementary School	UniSIG	0.01	$180.00
			Notes: Part-time parent support by in-system staff: 1 non-certified staff to support family COX Night. 1 staff x 4 hours x 3 events x 1 week x $15 per hour = $180. SDPBC Code 180. SDPBC Code 180.			

	6150	200	1101 - Pahokee Elementary School	UniSIG		$59.00
			Notes: Benefits for non-certified staff support: $180 x 32.85% = $59. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%"			
	6150	519	1101 - Pahokee Elementary School	UniSIG		$880.00
			Notes: Family Engagement Technology Supplies: Ink to print invitations and information to be shared at family engagement events. Total = $880. SDPBC Object Code 510.			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$152,906.51**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	1101 - Pahokee Elementary School	UniSIG	0.5	$28,900.00
			Notes: Resource PD Teacher to mentor teachers, facilitate PLC's, and modeling classroom instruction. 1.0 FTE x $57,800 = $28,900.			
	6400	200	1101 - Pahokee Elementary School	UniSIG		$10,693.00
			Notes: Benefits for 0.5 PD Resource Teacher - 23.85% + $7,600 per FTE = $10,693. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - $7,600 per FTE, Work Comp/Unemployment - 1.70%			
	6400	510	1101 - Pahokee Elementary School	UniSIG		$4,177.10
			Notes: Professional Development Supplies to support PLCs and collaborative planning: Case of copy paper, binders, poly folders, cardstock, sheet protectors, clipboards. Total = $4,177.10.			
	6400	519	1101 - Pahokee Elementary School	UniSIG		$923.89
			Notes: Technology Supplies: Ink to print student data for PLC, professional development meetings. Total = $923.89. SDPBC Object Code 510.			
	6400	330	1101 - Pahokee Elementary School	UniSIG		$4,404.00
			Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: $180 transportation + $777.00 lodging + $144 per diem = $1,101 x 4 attendees = $4,404.			
	6400	330	1101 - Pahokee Elementary School	UniSIG		$4,202.00
			Notes: Staff will attend the AVID summer Institute to build capacity to effectively implement AVID's WICOR strategies across classrooms. Out of County Travel: $950 registration + $230 transportation + $777.00 lodging + $144 per diem =$2,101 x 2 attendees = $4,202.			
	6400	330	1101 - Pahokee Elementary School	UniSIG		$10,542.00
			Notes: Staff will participate in The Model School Conference which will allow Pahokee ES teachers the exposure in different content areas and strategies that would in turn strengthen our instructional pedagogy. Out of County Travel: $945 registration + $230 transportation + $2,195 lodging + $144 per diem = $3,514 x 3 attendees = $10,542.			
	6400	330	1101 - Pahokee Elementary School	UniSIG		$5,931.00
			Notes: Pahokee ES will attend the Center for Advancement and Study of International Education IB Training in Atlanta Georgia. This will help Pahokee continue it's professional development with their IB studies and implement these strategies in their teachings. Out-			

			of-State Travel: $1,295 Registration x $343 Transportation x $195 Lodging x $144 per diem = $1,977 per person x 3 = $5,931.			
	6400	330	1101 - Pahokee Elementary School	UniSIG		$6,303.00
			Notes: Pahokee ES will attend Best Literacy Conference for Teachers & Title I: LitCon 2024/Jan 27-30, 2024, in Columbus, OH. This conference will teach Pahokee ES Title I staff how to explore literacy best practices in a wide range of topics. Out-of-state Travel: $685 Registration x $600 Transportation x $672 Lodging x $144 per diem = $2,101 per person x 3 attendees = $6,303.			
	5100	510	1101 - Pahokee Elementary School	UniSIG		$24,756.52
			Notes: Professional Development Supplies: Science Growing Hydroponics Kits ($1,259.70); iReady Reading workbooks Grades 3-5 ($5,036.25); JJ Bootcamp Science supplies for grades 3-5 ($4,203.73); Anchor chart paper, Dry erase markers, Copy paper, Pens/pencils/paper, student binders, poly folders to hold student work, science supplies - seeds, plants, soil ($7,139.84); Versatile for K-5 Literacy Class Kits ($6,380.00); AVID Binders ($739.07). Total = $24,756.52.			
	5100	160	1101 - Pahokee Elementary School	UniSIG	0.51	$29,400.00
			Notes: Out of system, non-certified tutors will support teachers during the school day by pushing into 3rd -5th grade classrooms during math, ELA and Science blocks beginning in December. Students will be identified by formative FAST/PM1 data in the fall. Salary = 4 tutors x 5 days per week x 7 hours per day x 14 weeks x $15 per hour = $29,400. SDPBC Object Code 180.			
	5100	200	1101 - Pahokee Elementary School	UniSIG		$7,012.00
			Notes: Benefits for Out of system, non-certified temporary tutors: $29,400 x 23.85% = $7,012. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/ Unemployment - 1.70%			
	5100	642	1101 - Pahokee Elementary School	UniSIG		$1,090.00
			Notes: Furniture/fixtures/equipment - Hydroponic growing sytems. 10 x $109 = $1,090.			
	5100	642	1101 - Pahokee Elementary School	UniSIG		$1,647.00
			Notes: Furniture/fixtures/equipment - Aquaponics systems tower. 3 x $549 = $1,647.			
	7800	390	1101 - Pahokee Elementary School	UniSIG		$3,000.00
			Notes: Transportation with Charter Buses to Kennedy Space Center. 2 buses x $1,500 = $3,000.			
	7800	390	1101 - Pahokee Elementary School	UniSIG		$2,400.00
			Notes: Transportation with Charter Buses to COX Science Center. 3 buses x $800 = $2,400.			
	5100	390	1101 - Pahokee Elementary School	UniSIG		$4,225.00
			Notes: The 5th Grade at Pahokee ES will go on a field trip to the Kennedy Space Center to allow students to have a visual interactive experience learning about space and astronomy. Admissions: 65 x $65 = $4,225.			
	5100	390	1101 - Pahokee Elementary School	UniSIG		$3,300.00
			Notes: Grades K-2 at Pahokee ES will go on a field trip to the COX Science Center to allow sto supplement the science instruction on planets, solar system. Admissions: 1150 x $22 = $3,300.			

Total:	**$158,840.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No