

The School District of Palm Beach County

Pahokee Middle Senior High



2017-18 Schoolwide Improvement Plan

Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

<https://pmsm.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pahokee Middle Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pahokee Middle Senior High School is an International Baccalaureate World School committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff fostering the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Pahokee Middle Senior High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential to succeed in the global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Single School Culture and appreciation for multicultural diversity:

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Professional Learning Community Meetings (PLCs) that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

Sample partial response for Behavior: The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership Meetings. The school integrates Single School Culture by sharing our Universal

Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as PRIDE Cards. Positive classroom behavior is implemented through the use of the behavior matrix. Some examples include: cultural displays, celebrations, and assemblies for cultures representative of the school population (Highlights of Hispanic Heritage Month, Day of the Dead, Haitian Flag Day, Black History Month Assembly, etc.).

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the “context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as PRIDE Cards. Positive classroom behavior is implemented through the use of the behavior matrix. Some examples include: Employee and Student of the Month and Spotlight of the Month to recognize students, staff, and faculty.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the “context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

Additional suggested responses may include information regarding your school's plan:

- The school uses a people 1st language
- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student

Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School Guidance Counselor, Crisis Intervention Teacher, Administration, ESE Coordinator, School-Based Team Leader, paraprofessionals and ESE teachers engage with identified staff members during monthly meetings to provide a differentiated delivery of services based on student/school need. Pahokee Middle High School utilizes data-based decision-making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need including but not limited to Group Counseling, Family Counseling, Individual Counseling and referrals to Community Agencies. School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	4	3	4	1	1	4	0	17
One or more suspensions	0	0	0	0	0	0	42	48	30	9	12	13	5	159
Course failure in ELA or Math	0	0	0	0	0	0	38	30	44	68	52	63	15	310
Level 1 on statewide assessment	0	0	0	0	0	0	47	70	57	49	55	52	2	332

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	46	35	40	25	35	25	4	210

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials (Afterschool & Saturday)
- Planned Discussions, Goal Setting for identified student(s);
- Notification procedures for parents, agency and community outreach;

Summer Readiness Program (Reading, Science, Math & Technology)

Instructional Paraprofessional pull-outs

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/417039>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Title I schools use the Parent and Family Engagement Policy (PFEP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Aronson, Michael	Principal
Dennard, Dwayne	Principal
San, Perdy	Other
Slydell, Camella	Assistant Principal
Peeples, Janet	Assistant Principal
Baich, Kathy	Administrative Support
Howard, Keturah	Assistant Principal
Twiggs, Natasha	Administrative Support

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The High School Leadership Team is comprised of school administration, instructional coaches, ESE coordinator, counselors, and the Single School Culture Coordinator. Additionally, Subject Area experts will be invited to join the team based on the specific area or challenge being addressed.

Each member of the School Leadership Team seeks to build the collective capacity of collaborative teams of teachers by:

- *Assisting the principal in making decisions to govern the school (shared decision making)
- *Ensures a focus on learning and continuous improvement
- *Guides the work of the collaborative teams
- *Supports and monitors the work of the collaborative teams
- *Serves as the steward of the school's mission, vision, and core values
- * Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
- *Identifies gaps in performance or processes and plans for their improvement

The Middle Schools Leadership team consists of the Guidance Counselor, ESE Coordinator, and School Administration. Members use Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FSA (Florida State Assessment) and SRI to meet with subject area team leaders to identify, analyze and address specific subject area needs. The Leadership team seeks to build the collective capacity of collaborative teams of by:

- *Assisting the administrative team in decision making governing the school's mission and vision statement (shared decision making)
- *Maintain, support and monitor with a focus on learning and continuous improvement
- *Facilitates, supports and monitors the work of the collaborative teams
- *Serves as the steward of the school's mission, vision, and core values
- *Monitor school climate, student achievement data that is consistent with school's stated goals
- *Identifies gaps in achievement performance, assessment/standards alignment to develop action plans to address those areas through instruction.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our school integrates several initiatives such as SwPBS, RTI, AVID, multicultural awareness programs and antibullying campaigns to foster a safe environment for students and cultivate an appreciation for diversity.

SwPBS-ANTIBULLYING- MULTICULTURAL AWARENESS:

Pahokee Middle Senior High School integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. The PBIS Team meets monthly to review and/or update our action plans. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs, "Pahokee Pride".

RTI:

The SBT Problem Solving Model conducts bi-monthly meetings based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). Tier 2 or Tier 3 interventions will be determined based on data analysis and outcome of intervention strategies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (ie. teacher and/or guidance counselor) and report back on all data collected for further discussion at future meetings.

The school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the schoolbased MTSS Leadership Team.

AVID:

Services are provided to ensure students requiring additional remediation are assisted through after-school and Saturday tutorials or summer school. The school purchases coaches, a consultant and a learning team facilitator to assist with professional development and instructional support, as well as, professional development in IB, AVID and READ 180. Materials are provided to teachers and students with the purpose of enhancing student learning gains and increasing literacy throughout the school and in the community. Title I Funds are also used to encourage and increase parental involvement in the school and academic school functions.

Title I Part A- Pahokee Middle High School has been awarded 395,774.70 in Title I Funds for the 2017-18 school year. These funds will be used to employ a graduation coach, 0.5 literacy resource, 0.5 intensive reading teacher, a reading teacher, in/out of system tutors to support literacy and mathematics. Title I Part A also funds Family Involvement supplies and activities, classroom supplies, professional development supplies, refreshments for Parent Involvement trainings, postage for Parent Involvement mailing and supplies for on-going professional development,

Title I Part D- The Guidance Counselor staff mentors students transitioning back from alternative settings to Pahokee Middle High School and adjudicated programs. The mentor has chats and provide opportunities for students to conference with them.

Title II- Professional development opportunities facilitated through the District are provided by Title II Funds.

Violence Prevention Programs- Pahokee Middle High School has implemented a Single School Culture to promote appreciation of multicultural diversity through planned activities.

Nutrition Program- Pahokee Middle High School provides nutritious meals and food choices for our students and staff.

Adult Education- Pahokee Middle High School partners with Adult Ed. to provide Credit Recovery and College courses.

Career and Technical Education- A planning period is allocated to plan and coordinate career academies all of which leading to industry certification.

Title X- Migrant program partners with Migrant Education Harvest of Hope to track and provide services for migrant students. Students participate in College tours and Leadership Academies.

McKinney Vento-Ensure homeless youths have resources such as showers, transportation, computers and free school meals.

We have the following business partners:

- Buffalo Wild Wings
- Pahokee Rotary Club
- Florida Crystals
- City of Pahokee

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eryan Burrs (HS)	Student
Michael Aronson	Principal
Herbert Crawford	Business/Community
Jean Lansiquot	Business/Community
Sanquetta Cowan	Business/Community
Brandy Angram	Education Support Employee
Dwayne Dennard	Principal
Jahara Clark (MS)	Student
Malissa McAuley	Parent
Tiffany Crawford	Business/Community
Felisia Hill	Business/Community
Sonia Soto	Education Support Employee
Sharonda Crawford	Parent
Sonia Castro	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-18 School Improvement Plan will be presented to SAC members in the August meeting and voted on during the September meeting.

b. Development of this school improvement plan

The school site team constructs the SIP based current and past data, the needs of the students, and share the plan with the SAC for approval. Faculty has also contributed to the goals and action steps of this SIP. If any changes need to be made, the school's administration presents the changes to the SAC in the next scheduled meeting. The 2017-2018 SIP plan will be approved by SAC in September.

c. Preparation of the school's annual budget and plan

The School Improvement Plan will be presented to SAC with a budget and reasons for expected expenses based on instructional strategies.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

\$1,510.84 Notes: Supplies (paper, pen, ink, and refreshments)

\$1,000.00 Notes: CLF to assist with trainings

\$1,865.89 Notes: Parent involvement contact for parent engagement

\$1,233.64 Notes: Materials for parent trainings - paper, ink, refreshments

\$33,171.28 Notes: Literacy Resource Position

\$1,000.00 Notes: Gateway to US History Workbooks to facilitate literacy in other content areas.

\$446.90 Notes: Dry Erase Whiteboards with Graphs, science calculators, compass, rulers, and protractors to facilitate and support literacy in Mathematics.

\$66,342.45 Notes: Graduation Coach

\$3,999.68 Notes: Out of system tutor

\$10,600.00 Notes: Out of system tutor

\$13,225.60 Notes: Tutorial Salary

\$1,080.64 Notes: Supplies for tutorials 12 G2.B1.S1.A9

\$5,000.00 Notes: IB Conference Orlando

\$4,000.00 Notes: Reading teachers will attend Orlando FRA

\$5,460.00 Notes: Professional Development substitute teachers-salary and benefits

\$66,342.45 Notes: Intensive Reading Teacher (salary and benefits) Blankenship

\$10,850.00 Notes: On-line Software iReady (MS-8350) and Study Island (MS-2500)

\$66,342.45 Notes: Intensive Math Teacher

\$6,431.75 Notes: Salary and Benefits for tutors

\$8,376.35 Notes: Salary and benefits

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

In the August meeting SAC compliance measures will be discussed and will be reviewed prior to accepting nominations for open SAC positions during September's meeting.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Aronson, Michael	Principal
San, Perdy	Other
Dennard, Dwayne	Assistant Principal
Soto-Granville, Sonia	Other
Howard, Keturah	Assistant Principal
Slydell, Camella	Assistant Principal
Peeples, Janet	Assistant Principal
Baich, Kathy	Administrative Support
Twiggs, Natasha	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Middle School has two major initiatives this school year. First, all students will participate in the independent/recreational reading initiative of STARS [Students Tenaciously Achieving Reading Success]. Second, all students will read and write across the curriculum infusing AVID strategies.

The High School has two major initiatives this school year. First, all students in intensive reading will complete a novel study. This will provide students with an opportunity for tremendous growth by allowing them to independently apply the skills and strategies learned throughout the year while engaging in authentic reading.

The second initiative is the infusion of reading and writing across the curriculum with AVID strategies such as Socratic Seminar and Philosophical Chair as the springboard. We will continue the school-wide implementation of Reading Plus. Various Incentives will be given to students who use the program with fidelity.

Pahokee Middle Senior High School will meet monthly to assess progress towards accomplishing identified goals. The LLT will promote and support literacy through coaching, modeling and by providing resources for instructional staff and students. Through ongoing professional development, PMSHS Literacy Leadership Team (LLT) will work diligently to ensure that the following components are central to teaching and learning:

1. Complex text
2. Text-Dependent questions
3. Close reading
4. Extensive research and writing

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLCs) are utilized for teachers to meet collaboratively on a weekly basis to discuss academic instructional strategies, data, assessments, on-going progress monitoring and planning. Common planning allows teachers to collaborate, implementation of instructional strategies, analyze and reflect on instructional practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

- Administration attends job fairs and work with District personnel to find highly qualified teachers.
- Professional Development such as CHAMPS, MYP/IB and AVID for all teachers is provided by the District, school, academic coaches, and SSCC.
- Regular meetings of new teachers with principal, assistant principals, academic coaches, mentors, and department chairs.
- Partnering new teachers with successful veteran teachers.
- Providing all teachers with the opportunity to participate in a professional learning community.
- All teachers receive a Glades Supplement and extra curricular supplements are available.
- All teachers will be provided with a safe and secure working environment.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with mentor teachers, to assist with the transition process. Teachers will be doing a book study on "The First Days of School" by Harry Wong to develop strong classroom management skills and lesson development and delivery. New teachers will also participate in an ongoing bi-weekly discussion group with a focus on lesson development, classroom management, building classroom cultures and an understanding of the students we serve. ESP Mentor provided by the District for first year and second year teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

School-based Team meetings are held monthly to implement TIER I, TIER II or TIER III interventions based on: (1) Assessment of the student(s) and the barriers blocking their success (2) Identify research-based interventions and (3) Evaluation of the Response To Intervention (RTI) process.

The school ensures every teacher contributes to literacy improvement of every student by:

Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

-Utilized a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

-scheduled an uninterrupted 90 minute reading block (ms)

-scheduled high level 2 students with CLS trained teacher (ms)

-scheduled all 10th and 11th grade students with CLS trained teacher (hs)

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

- Providing instruction aligned with the Language Arts Florida Standards for their grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Common planning for ELA, Reading, Science, Social Studies and Math has been incorporated into the Master Board
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving inclusion services for ESE
- School-wide use of AVID strategies to promote school-wide literacy (open response writing, Cornell notes, and Marking the Text) in all content areas

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding PLC's on a continuous schedule to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Florida Standards.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 90 minute reading block (MS only)
- Non-proficient students scheduled with a 60 minute reading period will be paired with African American History and Business Management course (HS)
- Providing instruction aligned with the Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during PLCs
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving inclusion services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 26,520

Middle School students meet for 1 hour after school Monday -Thursday. They are grouped based on data from SRI, Diagnostic, FSQ, USA, and FSA assessments to ensure that we provide all students opportunities to meet proficient and advanced levels of achievement.

High School students meet from 3 until 4 Monday - Thursday. Tutoring will be provided in all tests subjects including EOCs, FSA, SAT and ACT. (September - April)

Strategy Rationale

To increase student performance, close achievement gaps and provide opportunities for enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Howard, Keturah, keturah.howard@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data will include SRI scores (pre/post), NGSS, EOCs and/or FSA performance.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in professional learning communities and Common Planning that meet both informally and formally on a regular schedule. Collaboration occurs within grade levels, across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning and promotion such as the 6.5/7.5/8.5 compass credit recovery, Summer Academy for incoming 6th and 9th grade students. The fore mentioned programs allows teachers and students to develop and become acclimated with upcoming learning opportunities at the secondary level.

b. College and Career Readiness

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

Guidance Counselors conducts individual student conferences. Throughout the year, students can meet with their guidance counselor to discuss their progress and ensure they are on a continued path of success.

Guidance services working with schools to inform and support students and parents in graduation

and college readiness.

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. This relevance transfers into conscious efforts to master skills that will be necessary for students to secure a position in their chosen interest areas.

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. The faculty, staff, and students participate in College Shirt Day every Thursday. College tours will take place for all 11th and 12th grade students. Colleges will visit the school to conduct information sessions and facilitate college application completion. The school will conduct FASFA information sessions parents and students twice a year. (Ongoing)

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Air Force Junior ROTC/ Aerospace Science
International Baccalaureate Diploma Programme
Medical Sciences - Pre-Medicine (Workforce) (In-House)
Spanish Dual Language (In-House)
Information Technology

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Specific programs such as Medical Sciences and Information Technology are organized as programs of study attached to industry certifications.

Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

- * School based team review with (as needed) assistance being provided to identified students
- * Counselors conduct classroom guidance and individual counseling sessions with students
- * Meetings held with parents to explain their role in assisting students with being ready for college

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** (HS/MS) If we align new/existing community and parent partnerships then we will increase high school readiness, the high school graduation rate, and foster post-graduate success.
- G2.** (HS) If we implement effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate and foster post-graduate success.
- G3.** (MS) If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. (HS/MS) If we align new/existing community and parent partnerships then we will increase high school readiness, the high school graduation rate, and foster post-graduate success. 1a

G094921

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	70.0

Targeted Barriers to Achieving the Goal 3

- There is a need to secure parent and community partnerships to support the academic and social/emotional development of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parentlink SUN advertising Teacher and parent relationships Community leaders School newsletter Social Media Websites School Advisory Council for incentives and student activities

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. (HS) If we implement effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate and foster post-graduate success. 1a

G094922

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	79.0
4-Year Grad Rate (Standard Diploma)	95.0
FSA ELA Achievement	34.0
Algebra I EOC Pass Rate	34.0
Geometry EOC Pass Rate	45.0
U.S. History EOC Pass	58.0
Bio I EOC Pass	59.0

Targeted Barriers to Achieving the Goal 3

- There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Title I funding and involvement strategies
- AVID Site Team
- Summer Institutes
- Funding
- Internal and external professional development opportunities

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. (MS) If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness. **1a**

G094923

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	64.0
FSA ELA Achievement	36.0
FSA Mathematics Achievement	40.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	60.0
Algebra I EOC Pass Rate	94.0

Targeted Barriers to Achieving the Goal **3**

- There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students, IB Unit Planning, use of AVID strategies, and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.
- Students are missing foundational skills in reading and math

Resources Available to Help Reduce or Eliminate the Barriers **2**

- AVID Site Team
- AVID Libraries
- Summer Institutes training
- professional development opportunities
- funding
- IB Level I Teacher Training

Plan to Monitor Progress Toward G3. **8**

(MS) Classroom walkthroughs, common assessment data, student work samples to demonstrate rigorous instruction.

Person Responsible

Dwayne Dennard

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

*Collect completed student Cornell notes *observation checklist *Rigor Walks observation forms *feedback forms *SRI scores *FSA/USA/NGSS and other common assessment data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. (HS/MS) If we align new/existing community and parent partnerships then we will increase high school readiness, the high school graduation rate, and foster post-graduate success. 1

G094921

G1.B1 There is a need to secure parent and community partnerships to support the academic and social/emotional development of all students. 2

B255391

G1.B1.S1 Align new and existing community and parent partnerships. 4

S269887

Strategy Rationale

If we align new and existing community and parent partnerships, then we will increase external involvement and resources that impact student achievement.

Action Step 1 5

Guidance department to provide support to students, parents, and community in high school/college and career readiness with strategies and resources.

Person Responsible

Janet Peeples

Schedule

Monthly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Agendas, sign-ins, call-outs, flyers, parental evaluations/surveys

Action Step 2 5

(HS) Establish monthly parent newsletter.

Person Responsible

Janet Peeples

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent and student survey of newsletter effectiveness

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Parental evaluations, surveys, and attendance will be analyzed.

Person Responsible

Janet Peeples

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Plan of action, next steps, and/or adaptations created based on analysis of parent feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. (HS) If we implement effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate and foster post-graduate success. **1**

G094922

G2.B1 There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students. **2**

B255392

G2.B1.S1 Define pillars of instruction and develop the capacity to deliver effective instruction to increase the academic achievement for all students. **4**

S269888

Strategy Rationale

If we define the pillars of instruction and develop the capacity to deliver effective instruction, then educators will provide rigorous, engaging, and personalized instruction for all students.

Action Step 1 **5**

(HS) Provide small group support to identified, targeted students who are not meeting literacy achievement levels.

Person Responsible

Kathy Baich

Schedule

Daily, from 7/31/2017 to 6/1/2018

Evidence of Completion

Formative assessment data, progress monitoring

Action Step 2 **5**

(HS) Provide external and embedded Item Specifications training for ELA/Reading (Literacy), Algebra I, Geometry, Biology, and US History teachers to ensure effective instructional planning (PLCs).

Person Responsible

Kathy Baich

Schedule

Weekly, from 7/31/2017 to 6/1/2018

Evidence of Completion

Documentation of plan and implementation, formative assessment data, student samples

Action Step 3 5

(HS) Graduation coach will meet with students to review academic and career opportunities, provide resources for college and career readiness, and counsel students as needed.

Person Responsible

Janet Peeples

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student portfolios, meeting notes, schedule

Action Step 4 5

(HS) Develop a comprehensive School-wide Progress Monitoring system to promote and support data-driven instruction in ELA/Reading (Literacy), Algebra I, Geometry, Biology, and US History (PLCs).

Person Responsible

Kathy Baich

Schedule

Weekly, from 7/31/2017 to 6/1/2018

Evidence of Completion

Formative assessment data, progress monitoring

Action Step 5 5

(HS) Conduct Biology and US History tutorials after-school and utilize out-of-system academic tutors to push into Algebra I, ELA, and Reading classes.

Person Responsible

Janet Peeples

Schedule

On 4/27/2018

Evidence of Completion

Tutorial lesson plans, tutorial sign in sheets

Action Step 6 5

(HS) Reduce class size.

Person Responsible

Janet Peeples

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Performance and growth of students who are non-satisfactory in literacy will be reviewed.

Person Responsible

Kathy Baich

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reading Plus reports, common assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student samples and formative/summative assessments will be reviewed for all content areas during PLCs.

Person Responsible

Kathy Baich

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data analysis and evidence of PD provided based on student samples and teacher implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Walkthroughs and weekly PLCs.

Person Responsible

Michael Aronson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence of PD provided based on walkthrough data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Debrief and review evidence of graduation coach.

Person Responsible

Janet Peeples

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Meeting notes, next steps

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review and analysis of tutorial attendance and effectiveness with tutors and teachers.

Person Responsible

Janet Peeples

Schedule

Monthly, from 9/29/2017 to 4/27/2018

Evidence of Completion

Meeting notes, next steps

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. (MS) If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness. 1

G094923

G3.B1 There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students, IB Unit Planning, use of AVID strategies, and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture. 2

B255393

G3.B1.S1 The leadership team will increase their professional knowledge and provide teachers with job-embedded Professional Development. 4

S269889

Strategy Rationale

Teachers need to be provided with differentiated professional development (job-embedded PD).

Action Step 1 5

(MS) Professional development will be aligned to FSA, AVID and IB Standards.

Person Responsible

Dwayne Dennard

Schedule

Annually, from 8/9/2017 to 6/1/2018

Evidence of Completion

TDEs, Agenda, Travel Documentation

Action Step 2 5

(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.

Person Responsible

Keturah Howard

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, TDEs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Identify participants of the various PD, meet with the members and debrief after training sessions.

Person Responsible

Dwayne Dennard

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

TDE's, Training handouts/agenda, debrief notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Leadership team will collect and analyze data.

Person Responsible

Natasha Twiggs

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams

G3.B1.S2 Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction. 4

S269890

Strategy Rationale

Providing clarity of the Florida Standards for teachers will increase student achievement.

Action Step 1 5

(MS) Leadership team and teachers will attend district trainings and professional conferences.

Person Responsible

Dwayne Dennard

Schedule

Semiannually, from 8/14/2017 to 6/29/2018

Evidence of Completion

Conference/Training agendas, TDE's, travel expenses

Action Step 2 5

(MS) Teachers will meet weekly to collaborate to share best practices/strategies, unpack standards, develop performance scales and analyze data.

Person Responsible

Natasha Twiggs

Schedule

Weekly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Sign In Sheets, Agenda, Lesson Plans, IB Unit Planners, classroom walk-throughs, and assessment data

Action Step 3 5

(MS) Leadership team will support teachers in analyzing data and planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.

Person Responsible

Natasha Twiggs

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, Agendas, Lesson Plans, iObservation, Learning Walk Notes

Action Step 4 5

(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.

Person Responsible

Natasha Twiggs

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans

Action Step 5 5

Intensive Reading teacher will supplement instruction to struggling readers by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified reading strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.

Person Responsible

Natasha Twiggs

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, schedule, student roster

Action Step 6 5

(MS) Online programs and additional resources will supplement classroom instruction and extended learning opportunities. (iReady, Study Island, Reading Plus)

Person Responsible

Natasha Twiggs

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

student enrollment, student usage reports

Action Step 7 5

Intensive Math teacher will supplement instruction to struggling students by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified math strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.

Person Responsible

Janay Mullins

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

student samples, assessment data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

(MS) Classroom walkthroughs, leadership team meetings to review weekly team meeting agendas, support plans and common planning

Person Responsible

Dwayne Dennard

Schedule

Monthly, from 9/11/2017 to 5/21/2018

Evidence of Completion

walkthrough notes and common planning agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

(MS) Leadership will review on-line software student data usage reports and conduct data chats with teachers regarding usage and placement of students.

Person Responsible

Dwayne Dennard

Schedule

Monthly, from 9/11/2017 to 5/21/2018

Evidence of Completion

student usage reports, common planning agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

(MS) Student data will be analyzed and data chats will be conducted with instructional personnel in regards to data results.

Person Responsible

Dwayne Dennard


Schedule

Biweekly, from 9/8/2017 to 5/25/2018


Evidence of Completion

Data-driven support Data chat conference notes Action plan based on data

G3.B2 Students are missing foundational skills in reading and math 2

 B255394

G3.B2.S1 Tutorials for reading, math and science will be provided for targeted students. 4

 S269891

Strategy Rationale

To increase students' foundational skills and/or concepts

Action Step 1 5

(MS) Afterschool tutorial (Monday-Thursday) will be provided to students in language arts, math and science.

Person Responsible

Veronica Shaw

Schedule

Weekly, from 9/5/2017 to 4/26/2018

Evidence of Completion

student sign-in sheets and teacher time sheets

Action Step 2 5

(MS) Out of systems tutor will provide individualized support for computer-based programs.

Person Responsible

Natasha Twiggs

Schedule

Daily, from 9/5/2017 to 4/26/2018

Evidence of Completion

schedule, student roster

Action Step 3 5

(MS) Out of systems tutor will provide individualized support to students (pull-out/push-in groups)

Person Responsible

Natasha Twiggs

Schedule

Daily, from 9/5/2017 to 4/26/2018

Evidence of Completion

Schedule, Student Roster

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

(MS) Lesson plans will be reviewed and collected.

Person Responsible

Keturah Howard

Schedule

Biweekly, from 9/5/2017 to 4/26/2018

Evidence of Completion

Mini-assessments and student sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

(MS) Teachers will administer pre/post test.

Person Responsible

Keturah Howard

Schedule

Monthly, from 9/5/2017 to 4/26/2018

Evidence of Completion

Pre/post test data will be reviewed

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M385541	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M385548	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M385539	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M385542	[no content entered]		No Start Date		No End Date one-time
G3.B2.S1.MA1 M385554	(MS) Teachers will administer pre/post test.	Howard, Keturah	9/5/2017	Pre/post test data will be reviewed	4/26/2018 monthly
G3.B2.S1.MA1 M385555	(MS) Lesson plans will be reviewed and collected.	Howard, Keturah	9/5/2017	Mini-assessments and student sign-in sheets	4/26/2018 biweekly
G3.B2.S1.A1 A360875	(MS) Afterschool tutorial (Monday-Thursday) will be provided to students in language arts, math and...	Shaw, Veronica	9/5/2017	student sign-in sheets and teacher time sheets	4/26/2018 weekly
G3.B2.S1.A2 A360876	(MS) Out of systems tutor will provide individualized support for computer-based programs.	Twiggs, Natasha	9/5/2017	schedule, student roster	4/26/2018 daily
G3.B2.S1.A3 A360877	(MS) Out of systems tutor will provide individualized support to students (pull-out/push-in groups)	Twiggs, Natasha	9/5/2017	Schedule, Student Roster	4/26/2018 daily
G2.B1.S1.MA5 M385547	Review and analysis of tutorial attendance and effectiveness with tutors and teachers.	Peeples, Janet	9/29/2017	Meeting notes, next steps	4/27/2018 monthly
G2.B1.S1.A5 A360864	(HS) Conduct Biology and US History tutorials after-school and utilize out-of-system academic...	Peeples, Janet	9/11/2017	Tutorial lesson plans, tutorial sign in sheets	4/27/2018 one-time
G3.B1.S2.MA1 M385552	(MS) Classroom walkthroughs, leadership team meetings to review weekly team meeting agendas, support...	Dennard, Dwayne	9/11/2017	walkthrough notes and common planning agendas	5/21/2018 monthly
G3.B1.S2.MA2 M385553	(MS) Leadership will review on-line software student data usage reports and conduct data chats with...	Dennard, Dwayne	9/11/2017	student usage reports, common planning agendas	5/21/2018 monthly
G3.B1.S2.MA1 M385551	(MS) Student data will be analyzed and data chats will be conducted with instructional personnel in...	Dennard, Dwayne	9/8/2017	Data-driven support Data chat conference notes Action plan based on data	5/25/2018 biweekly
G3.MA1 M385556	(MS) Classroom walkthroughs, common assessment data, student work samples to demonstrate rigorous...	Dennard, Dwayne	8/14/2017	*Collect completed student Cornell notes *observation checklist *Rigor Walks observation forms *feedback forms *SRI scores *FSA/USA/NGSS and other common assessment data	6/1/2018 biweekly
G1.B1.S1.MA1 M385540	Parental evaluations, surveys, and attendance will be analyzed.	Peeples, Janet	9/1/2017	Plan of action, next steps, and/or adaptations created based on analysis of parent feedback.	6/1/2018 monthly
G1.B1.S1.A1 A360858	Guidance department to provide support to students, parents, and community in high school/college...	Peeples, Janet	8/31/2017	Agendas, sign-ins, call-outs, flyers, parental evaluations/surveys	6/1/2018 monthly
G1.B1.S1.A2 A360859	(HS) Establish monthly parent newsletter.	Peeples, Janet	9/1/2017	Parent and student survey of newsletter effectiveness	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M385543	Performance and growth of students who are non-satisfactory in literacy will be reviewed.	Baich, Kathy	8/14/2017	Reading Plus reports, common assessment data	6/1/2018 weekly
G2.B1.S1.MA2 M385544	Student samples and formative/summative assessments will be reviewed for all content areas during...	Baich, Kathy	8/14/2017	Data analysis and evidence of PD provided based on student samples and teacher implementation.	6/1/2018 weekly
G2.B1.S1.MA3 M385545	Walkthroughs and weekly PLCs.	Aronson, Michael	8/14/2017	Evidence of PD provided based on walkthrough data.	6/1/2018 daily
G2.B1.S1.MA4 M385546	Debrief and review evidence of graduation coach.	Peeples, Janet	9/1/2017	Meeting notes, next steps	6/1/2018 monthly
G2.B1.S1.A1 A360860	(HS) Provide small group support to identified, targeted students who are not meeting literacy...	Baich, Kathy	7/31/2017	Formative assessment data, progress monitoring	6/1/2018 daily
G2.B1.S1.A2 A360861	(HS) Provide external and embedded Item Specifications training for ELA/ Reading (Literacy), Algebra...	Baich, Kathy	7/31/2017	Documentation of plan and implementation, formative assessment data, student samples	6/1/2018 weekly
G2.B1.S1.A3 A360862	(HS) Graduation coach will meet with students to review academic and career opportunities, provide...	Peeples, Janet	8/14/2017	Student portfolios, meeting notes, schedule	6/1/2018 daily
G2.B1.S1.A4 A360863	(HS) Develop a comprehensive School-wide Progress Monitoring system to promote and support...	Baich, Kathy	7/31/2017	Formative assessment data, progress monitoring	6/1/2018 weekly
G2.B1.S1.A6 A360865	(HS) Reduce class size.	Peeples, Janet	8/14/2017		6/1/2018 one-time
G3.B1.S1.MA1 M385549	Leadership team will collect and analyze data.	Twiggs, Natasha	8/14/2017	FSQs (Florida Standards Quiz), USAs (Unit Standard Assessment), Semester exams	6/1/2018 biweekly
G3.B1.S1.MA1 M385550	Identify participants of the various PD, meet with the members and debrief after training sessions.	Dennard, Dwayne	8/14/2017	TDE's, Training handouts/agenda, debrief notes	6/1/2018 quarterly
G3.B1.S1.A1 A360866	(MS) Professional development will be aligned to FSA, AVID and IB Standards.	Dennard, Dwayne	8/9/2017	TDEs, Agenda, Travel Documentation	6/1/2018 annually
G3.B1.S1.A2 A360867	(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.	Howard, Keturah	8/14/2017	Agendas, TDEs	6/1/2018 annually
G3.B1.S2.A3 A360870	(MS) Leadership team will support teachers in analyzing data and planning rigorous lessons during...	Twiggs, Natasha	8/14/2017	Sign In Sheets, Agendas, Lesson Plans, iObservation, Learning Walk Notes	6/1/2018 biweekly
G3.B1.S2.A4 A360871	(MS) Teachers will be provided release time during the day to work collaboratively in weekly team...	Twiggs, Natasha	8/14/2017	Agendas, Sign In Sheets, Lesson Plans	6/1/2018 monthly
G3.B1.S2.A5 A360872	Intensive Reading teacher will supplement instruction to struggling readers by using appropriate...	Twiggs, Natasha	8/14/2017	lesson plans, schedule, student roster	6/1/2018 weekly
G3.B1.S2.A6 A360873	(MS) Online programs and additional resources will supplement classroom instruction and extended...	Twiggs, Natasha	8/14/2017	student enrollment, student usage reports	6/1/2018 monthly
G3.B1.S2.A7 A360874	Intensive Math teacher will supplement instruction to struggling students by using appropriate...	Mullins, Janay	8/14/2017	student samples, assessment data	6/1/2018 weekly
G3.B1.S2.A1 A360868	(MS) Leadership team and teachers will attend district trainings and professional conferences.	Dennard, Dwayne	8/14/2017	Conference/Training agendas, TDE's, travel expenses	6/29/2018 semiannually
G3.B1.S2.A2 A360869	(MS) Teachers will meet weekly to collaborate to share best practices/ strategies, unpack standards,...	Twiggs, Natasha	8/14/2017	Sign In Sheets, Agenda, Lesson Plans, IB Unit Planners, classroom walk-throughs, and assessment data	6/29/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. (HS/MS) If we align new/existing community and parent partnerships then we will increase high school readiness, the high school graduation rate, and foster post-graduate success.

G1.B1 There is a need to secure parent and community partnerships to support the academic and social/emotional development of all students.

G1.B1.S1 Align new and existing community and parent partnerships.

PD Opportunity 1

Guidance department to provide support to students, parents, and community in high school/college and career readiness with strategies and resources.

Facilitator

Stacey Canty, Enid Cochran-Rivera, Janet Peebles, Machele Martin, Keturah Howard

Participants

Students, parents, faculty, staff, community

Schedule

Monthly, from 8/31/2017 to 6/1/2018

G2. (HS) If we implement effective and relevant instruction to meet the needs of all students, then we will increase the high school graduation rate and foster post-graduate success.

G2.B1 There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students.

G2.B1.S1 Define pillars of instruction and develop the capacity to deliver effective instruction to increase the academic achievement for all students.

PD Opportunity 1

(HS) Provide small group support to identified, targeted students who are not meeting literacy achievement levels.

Facilitator

Kathy Baich, Camella Slydell

Participants

Faculty and Staff

Schedule

Daily, from 7/31/2017 to 6/1/2018

PD Opportunity 2

(HS) Provide external and embedded Item Specifications training for ELA/Reading (Literacy), Algebra I, Geometry, Biology, and US History teachers to ensure effective instructional planning (PLCs).

Facilitator

Kathy Baich-Potenza, Janet Peeples, Camella Slydell

Participants

Faculty and Staff

Schedule

Weekly, from 7/31/2017 to 6/1/2018

PD Opportunity 3

(HS) Graduation coach will meet with students to review academic and career opportunities, provide resources for college and career readiness, and counsel students as needed.

Facilitator

Enid Cochran-Rivera, Janet Peeples

Participants

Students, Parents, Community, Faculty, Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 4

(HS) Develop a comprehensive School-wide Progress Monitoring system to promote and support data-driven instruction in ELA/Reading (Literacy), Algebra I, Geometry, Biology, and US History (PLCs).

Facilitator

Kathy Baich-Potenza, Janet Peeples, Camella Slydell

Participants

Schedule

Weekly, from 7/31/2017 to 6/1/2018

G3. (MS) If we implement effective and relevant instruction to meet the needs of all students, then we will ensure High School Readiness.

G3.B1 There is a need to ensure a shared commitment and collective responsibility for the academic success of every student and establish personalized learning opportunities for all students, IB Unit Planning, use of AVID strategies, and asking higher order questions due to little time to collaboratively plan for rigorous instruction to cultivate a single school culture.

G3.B1.S1 The leadership team will increase their professional knowledge and provide teachers with job-embedded Professional Development.

PD Opportunity 1

(MS) Professional development will be aligned to FSA, AVID and IB Standards.

Facilitator

IB of Americas, District AVID Coordinator, Leadership Team

Participants

Administration, teachers

Schedule

Annually, from 8/9/2017 to 6/1/2018

PD Opportunity 2

(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.

Facilitator

FIN (Florida Inclusive Network)

Participants

administration and teachers

Schedule

Annually, from 8/14/2017 to 6/1/2018

G3.B1.S2 Leadership Team will provide teachers guidance and support in all content areas in understanding the Standards and planning and delivering standards based instruction.

PD Opportunity 1

(MS) Leadership team and teachers will attend district trainings and professional conferences.

Facilitator

Leadership Team

Participants

Leadership Team & Teachers

Schedule

Semiannually, from 8/14/2017 to 6/29/2018

PD Opportunity 2

(MS) Teachers will meet weekly to collaborate to share best practices/strategies, unpack standards, develop performance scales and analyze data.

Facilitator

Middle School Teachers

Participants

Administrative Staff, Instructional, Support Members

Schedule

Weekly, from 8/14/2017 to 6/29/2018

PD Opportunity 3

(MS) Leadership team will support teachers in analyzing data and planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.

Facilitator

Leadership team

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.

Facilitator

(MS) SSCC & Instructional Coaches

Participants

All Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Guidance department to provide support to students, parents, and community in high school/college and career readiness with strategies and resources.				\$3,737.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$886.55
			<i>Notes: Parent involvement contact for parent engagement Stacey Canty - Guidance Counselor Enid Cochran - Guidance Counselor Alicia Nava - Certified Language Facilitator</i>			
	6150	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$954.45
			<i>Notes: Materials for parent trainings - paper, ink, refreshments</i>			
	6400	330-Travel	1771 - Pahokee Middle Senior High	Title, I Part A		\$1,896.00
			<i>Notes: ASCA Conference to develop and provide resources/opportunities for students, parents, and community.</i>			
2	G1.B1.S1.A2	(HS) Establish monthly parent newsletter.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1771 - Pahokee Middle Senior High	Title, I Part A		\$600.00
			<i>Notes: Materials for newsletter/parental contact for meetings and trainings</i>			
3	G2.B1.S1.A1	(HS) Provide small group support to identified, targeted students who are not meeting literacy achievement levels.				\$33,506.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A	0.5	\$33,506.63
			<i>Notes: Intensive Reading Teacher - Patricia Blankenship</i>			
4	G2.B1.S1.A2	(HS) Provide external and embedded Item Specifications training for ELA/ Reading (Literacy), Algebra I, Geometry, Biology, and US History teachers to ensure effective instructional planning (PLCs).				\$22,431.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1771 - Pahokee Middle Senior High	Title, I Part A		\$4,000.00
			<i>Notes: Model Schools Conference</i>			
	6400	330-Travel	1771 - Pahokee Middle Senior High	Title, I Part A		\$5,000.00

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			<i>Notes: Marzano/LSI Conference</i>			
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title, I Part A		\$413.80
			<i>Notes: Substitutes for professional development</i>			
	3336	510-Supplies	1771 - Pahokee Middle Senior High	Title, I Part A		\$13,017.80
			<i>Notes: TI-84 Plus C Calculators, Copy paper, writing utensils, Post-its, Highlighters, etc. for classroom use and professional development. Dry erase boards for in-class standards activities. Literature to support item specs in content areas: Gateway books for US History (\$3,289), Grammar books (\$1,550), SAT Prep Guides (\$775), UP Front Magazine (\$775)</i>			
5	G2.B1.S1.A3	(HS) Graduation coach will meet with students to review academic and career opportunities, provide resources for college and career readiness, and counsel students as needed.				\$67,013.25
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	1771 - Pahokee Middle Senior High		1.0	\$67,013.25
			<i>Notes: Graduation Coach - Enid Cochran</i>			
6	G2.B1.S1.A4	(HS) Develop a comprehensive School-wide Progress Monitoring system to promote and support data-driven instruction in ELA/Reading (Literacy), Algebra I, Geometry, Biology, and US History (PLCs).				\$7,925.12
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000		1771 - Pahokee Middle Senior High	Title, I Part A		\$2,427.50
			<i>Notes: Study Island</i>			
	6000		1771 - Pahokee Middle Senior High	Title, I Part A		\$1,000.00
			<i>Notes: LSI Tracker</i>			
	3336		1771 - Pahokee Middle Senior High	Title, I Part A		\$3,997.62
			<i>Notes: Tablets to utilize LSI Tracker and other progress monitoring tools.</i>			
	3336		1771 - Pahokee Middle Senior High	Title, I Part A		\$500.00
			<i>Notes: AVID Subscription</i>			
7	G2.B1.S1.A5	(HS) Conduct Biology and US History tutorials after-school and utilize out-of-system academic tutors to push into Algebra I, ELA, and Reading classes.				\$28,375.49
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$6,464.49
			<i>Notes: Tutorial Salary</i>			
	3336	510-Supplies	1771 - Pahokee Middle Senior High	Title, I Part A		\$1,500.00

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			<i>Notes: Tutorial Supplies: Paper, writing utensils, post-its, highlighters, earbuds</i>			
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title, I Part A		\$5,066.00
			<i>Notes: Tutorials: Summer learning opportunities and credit recovery.</i>			
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title, I Part A		\$15,345.00
			<i>Notes: Out of system tutors: Academic tutors will support students in small groups through push-in model, specifically with low 25% students in mathematics and literacy (667 hours).</i>			
8	G2.B1.S1.A6	(HS) Reduce class size.				\$17,097.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	1771 - Pahokee Middle Senior High	Title, I Part A		\$17,097.00
			<i>Notes: Sixth period supplements to reduce class size.</i>			
9	G3.B1.S1.A1	(MS) Professional development will be aligned to FSA, AVID and IB Standards.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1771 - Pahokee Middle Senior High	Title I, Part A		\$20,000.00
			<i>Notes: (MS) Model Schools Conference Orlando and FLIBS</i>			
10	G3.B1.S1.A2	(MS) (BPIE) Professional development will be provided on best practices for all inclusive education.				\$0.00
11	G3.B1.S2.A1	(MS) Leadership team and teachers will attend district trainings and professional conferences.				\$30,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,000.00
			<i>Notes: Math and ELA teachers will attend training --- \$4000</i>			
	6400	120-Classroom Teachers	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,850.00
			<i>Notes: AVID Training in Orlando</i>			
	6400	120-Classroom Teachers	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,000.00
			<i>Notes: IB Conference</i>			
12	G3.B1.S2.A2	(MS) Teachers will meet weekly to collaborate to share best practices/ strategies, unpack standards, develop performance scales and analyze data.				\$0.00
13	G3.B1.S2.A3	(MS) Leadership team will support teachers in analyzing data and planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during weekly team meetings.				\$0.00

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14	G3.B1.S2.A4	(MS) Teachers will be provided release time during the day to work collaboratively in weekly team meetings and common planning to engage in vertical collaboration with elementary and high school.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	1771 - Pahokee Middle Senior High	Title I, Part A		\$5,000.00
<i>Notes: (MS) Professional Development substitute teachers-salary and benefits</i>						
15	G3.B1.S2.A5	Intensive Reading teacher will supplement instruction to struggling readers by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified reading strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$66,342.45
<i>Notes: (MS) Intensive Reading Teacher (salary and benefits) Blankenship</i>						
	5100	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$0.00
<i>Notes: (MS) System 44 workbooks---</i>						
	5100	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$0.00
<i>Notes: (MS) Student leveled reading books for STARS initiative---</i>						
16	G3.B1.S2.A6	(MS) Online programs and additional resources will supplement classroom instruction and extended learning opportunities. (iReady, Study Island, Reading Plus)				\$12,793.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	1771 - Pahokee Middle Senior High			\$1,943.50
<i>Notes: (MS) Civics Gateway to American Government supplemental student workbooks</i>						
	5100	510-Supplies	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,850.00
<i>Notes: (MS) On-line Software iReady (MS-8350) and Study Island (MS-2500) Computer Cart for additional Chromebooks</i>						
17	G3.B1.S2.A7	Intensive Math teacher will supplement instruction to struggling students by using appropriate interventions to increase student proficiency. The teacher will develop and implement lesson plans to provide diversified math strategies and activities, specifically designed for targeted students using the Marzano Model of instruction.				\$10,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,342.45

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						<i>Notes: (MS) Intensive Math Teacher---66342.45 Vacancy</i>
18	G3.B2.S1.A1	(MS) Afterschool tutorial (Monday-Thursday) will be provided to students in language arts, math and science.				\$6,431.75
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$6,431.75
						<i>Notes: (MS) Salary and Benefits for tutors</i>
19	G3.B2.S1.A2	(MS) Out of systems tutor will provide individualized support for computer-based programs.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,000.00
						<i>Notes: (MS) Salary and benefits for Tutor</i>
20	G3.B2.S1.A3	(MS) Out of systems tutor will provide individualized support to students (pull-out/push-in groups)				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1771 - Pahokee Middle Senior High	Title I, Part A		\$10,000.00
						<i>Notes: Out-of-System Tutor</i>
					Total:	\$352,446.24