Pahokee Middle Senior High

2018-19 Schoolwide Improvement Plan

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Pahokee Middle Senior High

900 LARRIMORE RD, Pahokee, FL 33476

https://pmsm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

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 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

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

Duties

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

Principal: Is the administrative and professional leader of the school, and as such, he is directly responsible to the Area and District Superintendent for its successful operation. The principal develops and manages the school budget and implementation of Human Resources policies and manages the improvement of academics with the focus on enhancing teaching and learning.

Assistant Principals: The assistant principal acts in the capacity of ensuring that the daily school operational procedures are running efficiently as described by state and district guidelines for student achievement. They carry out the duties and responsibilities as designated by the principal to meet student and school needs for improvement and achievement. They also assists the principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents.

Administrative Support: Assists with implementation of instructional goals and selection of instructional materials; analyzes test data; determines ways to improve instruction and student goals. Designs and implements tutorial programs for all students. Assists the principal in the monitoring of

classroom instruction, assists in implementing instructional strategies, including supporting the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction.

Other: The IB/MYP Coordinator manages and assists with planning and implementation of the program. They
are responsible for the full delivery of the curriculum including documentation, reporting, analysis, and evaluation. They also assist with coordination of all IB related activities including the MYP Community Project, teacher training, program of inquiry and unit development, and student evaluation.

Early Warning Systems

Year 2017-18

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	54	70	59	40	31	29	6	289

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	28	43	28	43	34	33	35	244
Retained Students: Previous Year(s)	0	0	0	0	0	0	27	43	28	43	34	33	35	243

Date this data was collected
Wednesday 8/15/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math grades 6-7 at 25% proficiency and historically has scored at least 40 points below the district.

Which data component showed the greatest decline from prior year?

Civics showed the greatest decline with 22% decrease from FY17 to FY18.

Which data component had the biggest gap when compared to the state average?

The components that had the biggest gap in comparison to the state was 7th grade Math with a -41% gap and Civics with a -46% gap.

Which data component showed the most improvement? Is this a trend?

Most improvement was in the following components 10th grade ELA by 6%; Biology by 7%; and History by 6%.

Describe the actions or changes that led to the improvement in this area.

The actions that helped these areas increase was monitoring of instructional practices, teacher buy-in.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	33%	57%	56%	31%	56%	52%
ELA Learning Gains	44%	53%	53%	48%	51%	46%
ELA Lowest 25th Percentile	36%	46%	44%	47%	42%	38%
Math Achievement	25%	54%	51%	37%	45%	43%
Math Learning Gains	33%	47%	48%	50%	40%	39%
Math Lowest 25th Percentile	32%	43%	45%	48%	37%	38%
Science Achievement	40%	72%	67%	49%	70%	65%
Social Studies Achievement	43%	73%	71%	56%	70%	69%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	28%	53%	-25%	52%	-24%
	2017	24%	54%	-30%	52%	-28%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	23%	54%	-31%	51%	-28%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	30%	55%	-25%	52%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				
08	2018	39%	60%	-21%	58%	-19%
	2017	37%	56%	-19%	55%	-18%
Same Grade Comparison		2%				
Cohort Comparison		9%				
09	2018	32%	56%	-24%	53%	-21%
	2017	29%	54%	-25%	52%	-23%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
10	2018	33%	55%	-22%	53%	-20%
	2017	27%	51%	-24%	50%	-23%
Same Grade Comparison		6%				
Cohort Comparison		4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	19%	56%	-37%	52%	-33%
	2017	36%	55%	-19%	51%	-15%
Same Grade Comparison		-17%				
Cohort Comparison						
07	2018	8%	39%	-31%	54%	-46%
	2017	23%	38%	-15%	53%	-30%
Same Grade Comparison		-15%				
Cohort Comparison		-28%				
08	2018	27%	65%	-38%	45%	-18%
	2017	25%	63%	-38%	46%	-21%
Same Grade Comparison		2%				
Cohort Comparison		4%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	26%	54%	-28%	50%	-24%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	50%	67%	-17%	65%	-15%

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2017	43%	66%	-23%	63%	-20%
Compare		7%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	30%	72%	-42%	71%	-41%
2017	52%	73%	-21%	69%	-17%
Compare		-22%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	54%	68%	-14%	68%	-14%
2017	48%	68%	-20%	67%	-19%
Compare		6%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	28%	62%	-34%	62%	-34%
2017	34%	59%	-25%	60%	-26%
Compare		-6%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	30%	57%	-27%	56%	-26%
2017	36%	55%	-19%	53%	-17%
Compare		-6%			

Subgroup Data

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	13	32	28	19	30	30	19	18		90	
ELL	9	41	60	22	33	20	17	19			
BLK	24	38	31	18	31	31	31	34	25	94	53
HSP	44	52	55	36	37	37	50	56	55	89	83
FRL	32	44	36	25	33	33	40	43	46	92	66

2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	5	23	22	8	30	28	12	32		46	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ELL	21	48	31	31	38	36	25	38			
BLK	21	36	33	25	33	22	24	43	56	88	60
HSP	42	47	21	40	45	38	57	62	67	73	76
FRL	30	41	32	31	39	28	37	52	63	84	71

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To ensure ELA Achievement in alignment to the District's Strategic Plan; LTO #2 and LTO #3.
Rationale	(HS/MS) Based on school data from our Needs Assessment it is evident that our school is under performing the District and the State by 20%.
Intended Outcome	If we implement effective and relevant instruction to meet the needs of all students we will increase our ELA proficiency on FSA from 33% to 40% by June 2019.
Point Person	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

Action Step

Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Provide instructional support to identify and target students literacy achievement levels. Analyze data to plan for small group instruction. Provide instructional strategies during PLC to ensure effective instructional delivery. Unpack ELA/Reading standards and utilize LAFS task cards to align the rigor of questions and activities to state standards. Conduct literacy tutorials after school.
Person Responsible	Natasha Twiggs (ndtwiggs917@aol.com)

Plan to Monitor Effectiveness

Description	Classroom walk through's and weekly PLC's. Monitor data reports from Unify and Reading Plus Meeting notes and Next steps Monitor tutorial attendance rosters and review effectiveness with tutors.
Person Responsible	Keturah Howard (keturah.howard@palmbeachschools.org)

Activity #2	
Title	To ensure Civics Achievement is aligned to the Districts Strategic Plan: LTO#2 and LTO #3
Rationale	This component had the greatest decline in assessment data for FY18. There was a 22% decrease in scores from FY17 (52%) to FY18 (30%). There is a need to improve instruction to ensure academic success for all students.
Intended Outcome	If we develop teacher capacity and implement relevant instruction to meet the needs of all students we will increase Civics EOC scores by 25%.
Point Person	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Provide instructional support with standards based planning activities. Analyze data during PLC to plan for differentiated/small group instruction Unpack standards and utilize item specs task cards aligning the rigor of questions and activities to state standards Create formative assessments to check for understanding after reteach Conduct after school tutorial for Civics
Person Responsible	Natasha Twiggs (ndtwiggs917@aol.com)
Plan to Monitor Effectiveness	
Description	Classroom walk through Observe instructional practices Monitor lesson plans Monitor weekly PLC notes
Person Responsible	Veronica Shaw (veronica.shaw@palmbeachschools.org)

Activity #3	
Title	To ensure Math Achievement Grades 6-8 is aligned to the District's Strategic Plan: LTO #2 and LTO #3
Rationale	Based on the FSA data from 2018 there was a 20% decrease from 2017 this shows that there is a need to improve math instruction to meet the needs of all students.
Intended Outcome	If we provide professional development that will develop teachers instructional capacity to implement effective an relevant instruction for all students we will increase math proficiency scores by 10% in grades 6-8 by June 2019.
Point Person	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. During PLC's provide standards-based training for Math teachers to ensure effective planning. Utilize item specs and unpack standards as a resource to plan for standards-based activities Analyze data from assessments with SSCC to plan for small group instruction. Provide instructional strategies and PD during PLC. Conduct math tutorial during and after school.
Person Responsible	Natasha Twiggs (ndtwiggs917@aol.com)

Plan to Monitor Effectiveness	
Description	Classroom walk through's and observatrions Monitor weekly PLC notes and next steps Monitor data reports from Unify and Reading Plus Monitor math tutorial attendance rosters and review effectiveness with tutors.
Person Responsible	Camella Slydell (camella.slydell@palmbeachschools.org)

Activity #4	
Title	TO align Parental and Community Involvement with the District's Strategic Plan: LTO #2 and LTO #10
Rationale	(HS/MS) There is a need to increase parent and community partnerships to support academic and social and emotional development for all students.
Intended Outcome	If we align new/existing parent and community partnerships then we will increase academic success for all students.
Point Person	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)
Action Step	
Description	Provide parent training's to support parents with strategies and resources to help their child's academic success.

Guidance department provide parent and community resources to prepare students for high school readiness, college and career readiness.

Implement a partnership with community and other organizations to provide mentoring programs which will enhance our students social and emotional well-being and academics. |
| **Person Responsible** | Natasha Twiggs (ndtwiggs917@aol.com) |
| Plan to Monitor Effectiveness | |
| **Description** | Agendas
Sign-in sheets
Parent-link, flyers, social media
Parent evaluations and surveys |
| **Person Responsible** | Janet Peeples (janet.peeples@palmbeachschools.org) |

Activity #5	
Title	To ensure Algebra and Geometry Achievement is aligned to the Distict's Strategic Plan: LTO #2 and # 3
Rationale	Based on the data, there was a 7% decrease for both Algebra and Geometry.
Intended Outcome	If we provide embedded and external professional development for standards based instruction and progress monitoring, all students will receive effective instruction and proficiency will increase.
Point Person	Dwayne Dennard (dwayne.dennard@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Provide standards-based training for Algebra and Geometry to ensure effective instructional planning. Utilize item specs and unpacking standards to plan for standards-based activities Analyze data to plan for small group instruction Provide instructional strategies during PLC. Develop a progress monitoring plan. Conduct Algebra tutorials after school.
Person Responsible	Natasha Twiggs (ndtwiggs917@aol.com)

Plan to Monitor Effectiveness	
Description	Classroom walk throughs and observations. Monitor weekly PLC notes and next steps. Monitor data reports. Monitor math tutorial attendance rosters and review effectiveness.
Person Responsible	Janet Peeples (janet.peeples@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents are involved in the design, implementation, and evaluation of the school-wide program during parent meetings such as 6th grade Orientation, Open House, SAC meetings, AVID Parent orientation, and IB/MYP, Robotics, ROTC parent meetings and Academy nights.

Timely information is delivered to parents regarding Title I programs through Parentlink, Newspaper, Marquee, Flyers and Social Media.

Our Family Involvement Policy/Plan and Our School-Parent Compact are revised during the first SAC meeting in the month of August as well as during Title I Annual meeting/Open House in September. Parents are given the opportunity to plan, implement and evaluate our policies.

Annual parental evaluation of the school wide program are conducted at the end of the year. Evaluation forms are sent home with students and parents are required to complete by the designated deadline. This information is used to improve our staff and parent training's, meetings and parent communication.

Parent involvement will increase to at least 25% with the help of added parent involvement activities and parent training's.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the ELA ,Social Studies, and Arts. Our students participate in activities and studies that represent the diverse population at our school as well as District and National highlights of different cultures.

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 closely monitor 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.

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.

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.

PMHS integrates initiatives such as SwPBS, RTI, AVID, diversity awareness programs, anitbullying campaigns and student achievement incentives to foster a safe academic environment for students.

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

RTI:
SBT meets bi-monthly to discuss data and student progress and identify students who are in need of additional academic and/or behavioral support. Tier 2 or Tier 3 interventions will be determined based on data analysis and outcome of intervention strategies ensuring necessary resources are available and implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and provide data collected for further discussion at future meetings.

The school-based leadership team will meet regularly to review student 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 for necessary services.

AVID:
Annual professional development is provided for administration, teachers and tutors to identify and selected students.The AVID coordinator will assist with professional development and instructional support.

Title I Part A- PMHS has been awarded $420,943 in Title I Funds for the 2018-19 school year. These funds will be used to employ a SSCC, 1.0 math teacher, 0.5 literacy resource, 1.0 intensive reading teacher, 1.0 reading teacher, six period instructional supplements, out of system tutors and part-time tutorial staff to support literacy and mathematics. It also funds Family Involvement supplies, activities and refreshments, classroom supplies, professional development supplies.

Title I Part D- At-risk students transitioning from adjudicated programs, alternative education and school based at PMHS will be provided mentoring to meet and discuss their educational plan and progress.

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

Violence Prevention Programs- PMHS has partnered with school police and PBSO to implement a Single School Culture to promote acceptance of multicultural school population through planned activities. restorative justice, bullying prevention and school safety awareness.

Nutrition Program- PMHS provides nutritious meals and food choices for our students and staff.

Adult Education- PMHS partners with Adult Ed. to provide Credit Recovery and College courses.

Career and Technical Education- Career academy programs at PMHS allocates program development opportunities to align with the school's curriculum to gain industry certifications.

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.

Business partners:
City of Pahokee
Ed. Foundation
Florida Crystals
GELs
PAL
TeamWorks USA
Ventus Charitable Foundation
Q81 Foundation

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 high school readiness, 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)

Part V: Budget

Total:	**$208,547.32**