

# Pahoee Elementary School



2014-15 School Improvement Plan

## Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

[www.edline.net/pages/pahokee\\_elementary\\_school](http://www.edline.net/pages/pahokee_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
98%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

### School Board Approval

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

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Mission of Pahokee Elementary School is to provide differentiated learning experiences that will ensure academic success for all students, improve social skills in a safe and nurturing environment and promote international-mindedness among staff and students.

##### Provide the school's vision statement

The Vision of Pahokee Elementary School is to build a community of learners using literacy as our primary focus of instruction. Faculty, students, parents, and community are committed to establishing a learning environment that promotes literacy and life long learning. As a result of this initiative, our students will become self sufficient learners and read for pleasure during and outside of school.

#### School Environment

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

Teachers will read books and share information about different cultures with their students. Students will create a presentation/show and tell about their culture. Different cultures are also studied through IB Units of Inquiry. Teachers are able to understand and respect the culture/mannerisms of their students.

Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations:

- Provide Professional Development training or collegian support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Form a representative student task force comprised of representative multicultural groups;
- Provide professional development to staff on increasing positive interactions with students;
- Collect data on ratio of positive interactions (RPI) with students;
- Writing Action Plan goals based on RPI data collected.

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

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

Pahokee Elementary is committed to creating an environment where students feel safe and respected before, during, and after school. Teachers are nurturing students and creating an emotionally and physically safe classroom environment where students can thrive. Classroom rules are established, posted, and enforced. Rules are reiterated often such as, before school, in the hallways, library, restrooms, cafeteria, on the playground, and afterschool. To meet the students' emotional needs in the classroom, teachers allow students to express their opinions and share their goals without fear of being embarrassed. Students are also knowledgeable of emergency procedures.

**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**

Pahokee Elementary has implemented the school wide behavioral management system CHAMPS (Conversation Help Activity Movement Participation), to minimize distractions and keep students engaged during instructional time. Teachers establish clear classroom behavior expectations with logical and fair responses to misbehavior using a color coded behavior chart. Students are motivated to put forth their best effort, to persevere and have pride in their work.

**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**

Pahokee Elementary has established a culture to allow students to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively handle challenging social situations. We have employed a staff who fulfills the role of mentors and offers an ecosystem of support that raises student confidence in their abilities and their future possibilities. We also have a student incentive program in place to reward students for demonstrating thoughtfulness and respect towards peers, adults, and the school.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

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

### **Description**

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

? Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

? Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

? Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the

school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

? Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

? If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

? Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

? Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

? Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

### **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**

Pahokee Elementary has a mutually supportive relationship with our local community and business partners; Palm Beach County Public Library System, City of Pahokee, Anquan Boldin Foundation, Back to Basic Angel Inc., and Bridges at Pahokee. Our partners have committed themselves to specific goals and activities that benefit our school and improve the education experience of the students.

- Anquan Boldin Foundation provides gifts during the holiday season for our students who have excelled academically and to underprivileged families.

- Bridges at Pahokee provides the school with a multitude of resources and increased access to quality afterschool and summer programs.

- Palm Beach County Library System is continually dedicated to providing our students with opportunities to gain free access to library materials, encouraging the students to develop a love of reading, learning, and

libraries, and promotes individual student achievement through reading and life-long learning.

Pahokee Elementary has built and sustained partnerships with local community for the purpose of securing and utilizing resources to support the school and student achievement while providing our partners with an enhanced goodwill and a stronger presence in the community.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

Name	Title
Abrams, Karen	Principal
Hightower, Bruce	Assistant Principal
Boldin, Christine	Teacher, K-12
Cowan, Sanquetta	Instructional Coach
Levy, Cathy	Instructional Coach
McCloud, Alfredia	Guidance Counselor
Boldin, Syrenthia	Other
Pace, Shacrea	Instructional Coach

### Duties

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

The School Leadership Team serves as instructional leaders who are intensely involved in instructional issues and practices that directly affect student achievement and seek to build the collective capacity of collaborative teams of teachers. The Principal provides a common vision for the use of data-based decisions to ensure that a sound, effective academic program is in place. The Principal and Leadership Team collaborate to establish and communicate instructional goals for school success and manage resources to support the school’s instructional program.

***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***

The School-Based Team (SBT) follows a structured problem-solving process to address, monitor, and provide follow-up to students in need of evidence-based interventions. SBT implements Response to Intervention (RtI), a process that provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The SBT meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments as well as the tiered level of support. There are three tiers that build upon each other to provide more intensive levels of support. An intervention plan is then developed and it identifies a student’s specific area(s) of deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity.

Pahokee Elementary School (PES) receives federal and state funding to provide interventions and/or tutorial services to students before school, after school, Saturdays, and during the summer. PES also receives services from Title I to provide monthly support on an as needed basis. Funding is used to secure the following positions:

- Para Professional provides small group instructional support for students.
  - Math Coach assists in building teacher capacity and provides academic support in the classrooms.
- Additional funding is provided for Supplemental Academic Instruction (SAI) to provide support to students performing below grade level in reading.

### School Advisory Council (SAC)

**Membership**

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

Name	Stakeholder Group
Karen Abrams	Principal
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

Pahokee Elementary School in conjunction with SAC updates and evaluates the school improvement plan on an ongoing basis. SAC participated in the decision-making process for the implementation and outcomes of key instruction/intervention strategies as well as professional development, parent involvement, and technology strategies from the current year.

*Development of this school improvement plan*

Pahokee Elementary School ensures that all stakeholders (administration, faculty, staff, students, parents, business partners, and community members) are involved in the school planning process. The planning process is used to align all major programs at PES to improve teaching and learning. The ten components of a school-wide program are implemented throughout the planning process: implementing and updating the plan with all stakeholders; receiving technical assistance from the Bridges at Pahokee consultant; conducting team, grade level, and cross grade level meetings to analyze student data; modifying strategies based on student needs and key error patterns; annually updating the comprehensive needs assessment with summative assessments; reviewing current scientifically based research and best practices to guide instruction; identifying at risk students and providing increased learning time during and after school; and conducting ongoing assessments to determine student growth and needs.

*Preparation of the school's annual budget and plan*

SAC assists in the preparation and evaluation of the school improvement plan and annual budget. PES and SAC meets regularly to review and discuss the Title I budget and how it aligns with the school improvement plan.

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

- Pahokee Elementary Annual Reading Conference, a family involvement activity - \$1000.00
- Purchased food, materials, and door prizes for parent trainings - \$2,500.00
- Employed a full-time Paraprofessional to help improve student achievement - \$33,100.00
- Purchased tutorial materials, FCAT Ready books, Everglades math books, paper, pencils, notebooks, and bookshelves - \$6,800.00
- Provided After-school and Saturday tutorial for students - \$6,000.00
- Purchased Study Island, a computer-based intervention program for math and science - \$2,500.00
- Provide professional development in Writer's Workshop Reading Coach - \$71,000.00

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Abrams, Karen	Principal
Hightower, Bruce	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT major initiative is to improve the implementation of the reader's workshop model. This will in turn improve the school wide initiatives such as word study, small group instruction, tested benchmarks, and readers workshop. The District's elementary literacy roll out for 2014-15 will assist students in mastering writing and reading skills, strategies, and behaviors necessary for students to become proficient readers and to be college and career ready.

The leadership team will;

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

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

PES conducts weekly collaborative planning sessions, weekly Learning Team meetings, ongoing Professional Development days, ongoing Marzano trainings, content area trainings, technology refreshers, and ongoing IB planning sessions to ensure teachers are knowledgeable of and are implementing effective, research-based instructional strategies (the strategies also places emphasis on meeting the needs of specific subgroups (minority, poverty, LEP, special education)) to strengthen the core academic program within the school.

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

- University students majoring in education Interns are placed with teachers who are Clinical Supervision Certified to complete observation hours and Internships.
- Teachers are given the opportunity to take on leadership roles and provided supplements.
- Ongoing professional development is provided to staff.
- Staff earns additional funds for extended day.
- Faculty members are awarded the Glades Supplement.
- Ongoing professional development for IB magnet schools is provided.
- New positions are updated and posted on the District website.

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

Pahokee Elementary pairs novice teachers with more experienced teachers to serve as role models and provide practical support and encouragement. The mentors have been trained through Teachers College and Clinical Education Program (focusing on 5 components of reading). The mentors are highly qualified and provide support to new teachers through modeling, coaching, observing, debriefing and collaborating. Monthly meetings are held with the Assistant Principal for new teachers. All new teachers participate in the district funded, Educator Support Program (ESP). This program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. A district assigned mentor is also appointed to support the new teachers and to ensure that they are actively participating in the ESP.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

To ensure Pahokee Elementary's core instructional programs and materials are aligned to Florida's standards teachers will attend Cohort trainings for core subjects facilitated by the district's curriculum department. The Florida standards and instructional practices are reviewed and discussed in Weekly Learning Team meetings and weekly collaborative planning sessions. Teachers will implement the resources (Daily Routines Daily Warm-Ups, resources for differentiating instruction, activities for centers, Exemplary Tasks and/or Lesson Ideas, Supplemental lessons, Technology assisted instruction, Unit Assessments, and Formative Assessments) that are made available by the district's curriculum team on Learning Village.

The Reading and Math Coaches plan with teachers, model lessons, assist with differentiating instruction, and facilitate small group instruction to ensure the standards are being implemented in the classroom with fidelity.

The Area Resource teachers provide the teachers with Supplemental lessons, Unit Assessments, and instructional support.

#### **Instructional Strategies**

##### ***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 data is used to drive instruction and improve student learning. Teachers engage in quality professional learning to ensure that effective instruction is delivered to the students and the data is used to determine what adjustments in the instruction and lesson planning are needed. Instruction is modified or supplemented for students having difficulty attaining the proficient or advanced level on state assessments. Teachers allow students to use manipulatives to complete tasks, work in cooperative learning groups, and participate in small group instruction. Modifications are also made when completing assessments; extended time is provided, assessments are shortened, students are allowed to use their notes, ELL strategies are included, and activities are used according to the learning style of the students. The supplemental program, Leveled Literacy Instruction (LLI) is also used with students to assist them in moving towards reading on grade level.

**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:** Extended School Day

**Minutes added to school year:** 10,800

Pahokee Elementary will utilize the extended day for reading enrichment and remediation. Leveled Literacy Intervention (LLI), a short-term program designed to accelerate the students' progress and bring them up to grade-level performance will be used. It is an intense, focused small group instruction in reading and writing. LLI is a supplementary intervention program. The materials used in LLI are based around a series of leveled texts (i.e. texts of progressing difficulty) with difficulty measured by the Fountas and Pinnell text gradient system. Additional professional development is provided to teachers throughout the program implementation, including explicit training in how to best facilitate comprehension skills through interactions around books. Students participating in LLI meet in small groups daily. The instructional program emphasizes phonological awareness and phonics, fluency, comprehension, and the expansion of oral language skills, including vocabulary. More specifically, phonics instruction is an integral component of the program, and is systematic, explicit, and follows a prescribed sequence of sound-letter relationships and spelling patterns. Additionally, reading comprehension skills are taught through intensive interactions with the LLI teacher and the other children in the group.

### **Strategy Rationale**

Additional instructional time to increase students skills and mastery of concepts.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Pace, Shacrea, shacrea.pace@palmbeachschools.org

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

District Diagnostic Assessments  
Biweekly Assessments,  
Conferring notebooks  
Unit Item Analysis  
Re-Teach Assessments

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pahokee Elementary conducts Kindergarten Roundup activities with local day care and head start programs to inform them of the expectations of the state and district. Parents are given access to the district website and a packet of information which includes expectations for kindergarten students. Kindergarten students are given a staggered start schedule during the first week of school. They are also encouraged to visit classrooms prior to enrollment. Parents are provided a Kindergarten readiness sheet and activities to work with students at home. Information regarding parent meetings is provided to all local preschools.

Pahokee Elementary recognizes that one of the most difficult transitions for students is from elementary to middle school. Therefore, students are given the opportunity to visit the middle school campus and participate in an orientation. The middle school guidance counselor also visits Pahokee Elementary to engage the students in activities that lessen their concerns, build their confidence, reduce their anxiety, and provides them with information about the changes that early adolescents may experience.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

***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 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.** By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments.
  
- G2.** Provide parents the opportunity to participate in school wide activities related to academics.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments. 1a

G046305

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Study Island Science Program, Classroom libraries, Go Math Series; Think Central, Destination Math, Exam View, Common Core Performance Coach, Triumph learning common Core Coach, Fountas & Pinnell kits,

**Targeted Barriers to Achieving the Goal** 3

- Teachers & students lack the knowledge of new standards & assessments.

**Plan to Monitor Progress Toward G1.** 8

Evidence of assessments and samples of student work , and tracking of student performance on assessments in Student Data and Portfolio Binders

**Person Responsible**

Karen Abrams

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Student Data and Portfolio Binders DFS forms from LTMs that track student performance (strengths and weaknesses) Student data tracking form Teachers and students to select samples for Student Data and Portfolio Binde

**G2. Provide parents the opportunity to participate in school wide activities related to academics.** 1a

G037575

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Supplies: Food, Copy Paper, Utensils, Postage

**Targeted Barriers to Achieving the Goal** 3

- Parents limited knowledge of the new standards
- Parents limited involvement in school activities

**Plan to Monitor Progress Toward G2.** 8

Parent participation in Family Involvement Nights

**Person Responsible**

Bruce Hightower

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Parent Attendance Sheets

## 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.** By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments. **1**

 G046305

**G1.B1** Teachers & students lack the knowledge of new standards & assessments. **2**

 B114731

**G1.B1.S1** Provide extended learning opportunities after school and selected Saturdays. **4**

 S126264

#### Strategy Rationale

To additional instructional time to increase students skills and mastery of concepts.

#### Action Step 1 **5**

Provide tutorials & push-in support for students below grade level.

#### Person Responsible

Syrenthia Boldin

#### Schedule

Weekly, from 10/27/2014 to 3/27/2015

#### Evidence of Completion

Sign-in sheets, lesson plans, payroll, para schedules, assessment data

**Action Step 2** 5

Provide teachers with with on-going professional development, lesson modeling, data chats, collaborative planning, & lesson planning

**Person Responsible**

Shacrea Pace

**Schedule**

Weekly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

Agendas, Sign-in sheets, lesson plans, professional development schedules, coaches log, assessment data

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

Evidence of assessments and samples of student work , and tracking of student performance on assessments in Student Data and Portfolio Binders

**Person Responsible**

Karen Abrams

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Student Data and Portfolio Binders DFS forms from LTMs that track student performance (strengths and weaknesses) Student data tracking form Teachers and students to select samples for Student Data and Portfolio Binder

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

Ensuring fidelity of Differentiation of instruction to address all students needs within the classroom

**Person Responsible**

Karen Abrams

**Schedule**

Daily, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's

**G2.** Provide parents the opportunity to participate in school wide activities related to academics. 1

G037575

**G2.B3** Parents limited involvement in school activities 2

B114727

**G2.B3.S1** Increase parent trainings in content areas related to the new standards. 4

S126252

### **Strategy Rationale**

Parents have a limited understanding of the new assessments.

### **Action Step 1** 5

Provide parent trainings in content areas related to the new standards.

#### **Person Responsible**

Bruce Hightower

#### **Schedule**

Monthly, from 9/22/2014 to 5/18/2015

#### **Evidence of Completion**

Parent sign-in sheets, Agendas, flyers, invitations, hand-outs, & evaluations

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Promote awareness through automated phone calls, notices in native language, and to offer parents an incentive to participate in the annual meeting and the development of the compact and policy/plan. Offer Math & Reading resources and training during parents Family Involvement Nights.

#### **Person Responsible**

Bruce Hightower

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

#### **Evidence of Completion**

Parent Sign-in sheet, SAC Meetings Parent Attendance Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Increase parent training in content areas related to the new standards.

**Person Responsible**

Syrenthia Boldin

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Review of Home/School Connection and parent contact log Parent Attendance Sheets

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Provide parent trainings in content areas related to the new standards.	Hightower, Bruce	9/22/2014	Parent sign-in sheets, Agendas, flyers, invitations, hand-outs, & evaluations	5/18/2015 monthly
G1.B1.S1.A1	Provide tutorials & push-in support for students below grade level.	Boldin, Syrenthia	10/27/2014	Sign-in sheets, lesson plans, payroll, para schedules, assessment data	3/27/2015 weekly
G1.B1.S1.A2	Provide teachers with with on-going professional development, lesson modeling, data chats, collaborative planning, & lesson planning	Pace, Shacrea	8/12/2014	Agendas, Sign-in sheets, lesson plans, professional development schedules, coaches log, assessment data	6/5/2015 weekly
G1.MA1	Evidence of assessments and samples of student work , and tracking of student performance on assessments in Student Data and Portfolio Binders	Abrams, Karen	9/1/2014	Student Data and Portfolio Binders DFS forms from LTMs that track student performance (strengths and weaknesses) Student data tracking form Teachers and students to select samples for Student Data and Portfolio Binde	6/4/2015 daily
G1.B1.S1.MA1	Ensuring fidelity of Differentiation of instruction to address all students needs within the classroom	Abrams, Karen	9/1/2014	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's	6/4/2015 daily
G1.B1.S1.MA1	Evidence of assessments and samples of student work , and tracking of student performance on assessments in Student Data and Portfolio Binders	Abrams, Karen	9/1/2014	Student Data and Portfolio Binders DFS forms from LTMs that track student performance (strengths and weaknesses) Student data tracking form Teachers and students to select samples for Student Data and Portfolio Binder	6/4/2015 daily
G2.MA1	Parent participation in Family Involvement Nights	Hightower, Bruce	9/1/2014	Parent Attendance Sheets	6/4/2015 monthly
G2.B3.S1.MA1	Increase parent training in content areas related to the new standards.	Boldin, Syrenthia	9/1/2014	Review of Home/School Connection and parent contact log Parent Attendance Sheets	6/4/2015 monthly
G2.B3.S1.MA1	Promote awareness through automated phone calls, notices in native language, and to offer parents an incentive to participate in the annual meeting and the development of the compact and policy/plan. Offer Math & Reading	Hightower, Bruce	9/1/2014	Parent Sign-in sheet, SAC Meetings Parent Attendance Sheets	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	resources and training during parents Family Involvement Nights.				

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments.

**G1.B1** Teachers & students lack the knowledge of new standards & assessments.

**G1.B1.S1** Provide extended learning opportunities after school and selected Saturdays.

### **PD Opportunity 1**

Provide teachers with with on-going professional development, lesson modeling, data chats, collaborative planning, & lesson planning

#### **Facilitator**

Administrators, Coaches, LTF,

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/12/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments.	133,129
<b>Goal 2:</b> Provide parents the opportunity to participate in school wide activities related to academics.	3,165
<b>Grand Total</b>	<b>136,294</b>

### Goal 1: By providing students with rigorous instruction in the content areas related to the new standards students will achieve mastery on the new assessments.

Description	Source	Total
<b>B1.S1.A1</b> - Salary & Benefits for tutors	Title I Part A	11,403
<b>B1.S1.A1</b> - Salary & Benefits for Para	Title I Part A	35,875
<b>B1.S1.A1</b> - Classroom Supplies- LLI kits, paper, pencils, ink, chart paper, magnetic letters/ numbers, tape, classroom libraries, consumable materials for lab experiments, post-its,	Title I Part A	8,500
<b>B1.S1.A1</b> - Software licenses- Study Island	Title I Part A	3,000
<b>B1.S1.A2</b> - Salary & Benefits for coach	Title I Part A	65,879
<b>B1.S1.A2</b> - Teachers College, Reading & Math Conferences	Title I Part A	8,472
<b>Total Goal 1</b>		<b>133,129</b>

### Goal 2: Provide parents the opportunity to participate in school wide activities related to academics.

Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	1,000
<b>B3.S1.A1</b> - Family Involvement supplies- refreshments for parent trainings, paper, ink chart paper, make & take materials for parent trainings.	Title I Part A	2,095
<b>B3.S1.A1</b> - Postage for parent mailing,	Title I Part A	70
<b>Total Goal 2</b>		<b>3,165</b>