
Title I Comprehensive Schoolwide Plan
INDIAN PINES ELEMENTARY SCHOOL (1861)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based upon the data from CP3: 3rd - 5th grade students are 35% proficient 3rd - 5th grade students with disabilities are 25% proficient 3rd - 5th grade ELL students are 50% proficient KG Grade: 41% proficiency in ELA 1st Grade: 41% proficiency in ELA 2nd Grade: 44% proficiency in ELA 3rd Grade: 30% proficiency in ELA 4th Grade: 28% proficiency in ELA 5th Grade: 38% proficiency in ELA

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

Foundational gaps that exist for students in intermediate grades (3rd-5th) based on instruction they received in primary grades (K-2nd). Impact of technology (such a video games) at home instead of reading and math academics. Lack of vocabulary for beginning speakers. English proficiency is a barrier. ELA comprehension. Students struggle with comprehending text. Lack of foundational reading skills (phonics, decoding strategies, vocabulary development) Teachers struggle identifying appropriate interventions to meet the needs of students Parents do not know literacy strategies to support learning at home

3. Share possible solutions that address the root causes.

Create incentives to motivate students to read at home. Offer parent trainings throughout the academic year to support literacy at home. Provide opportunities for students to use hands-on experiences thought field trips and college tours to reinforce standards/concepts (museums, colleges, zoo, library, etc.) Create opportunities to practice/apply new vocabulary in a repetitive and meaningful manner throughout the school day. Provide resources and materials (manipulatives, intervention kits, workbooks, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Scholastics, Reading Counts, typing program or similar programs etc) Implement 15 minutes a day just to read with teacher monitoring (Drop everything and Read/DEAR) Teacher to provide small group on foundational needs and secondary standards for students in intermediate grades. Provide opportunities for professional development for all teachers to support instruction (Use of SSCC to support teacher growth, collab planning, webinars, coaches, etc) Use of resource teachers, academic tutors for small group support for students who struggle with foundational content/skills Provide opportunities for extended learning (tutorial program after school, during the day, Saturdays, etc) to support student learning and increase achievement.

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

- **Communication**

Continue to implement ClassDojo to push out school events. In person parent conferences and sending home assessment and academic grades. Use DOJO to share best parent practices to support math. Reminders/Invites through the parent link, flyers, marquee, student communication folders, student agendas and school website.

- **Parent Training**

Offer parent trainings and resources on how to help their child with reading at home. Provide materials and resources for parents to use at home to support foundational reading skills (phonics, decoding strategies, vocabulary development) Display grade level expectations and have student samples.

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

- **School**

Incorporate events and parent trainings to support families and students. Provide activities and resources for families to use at home supporting foundational skills (fluency, decoding, phonics, vocabulary and comprehension) and how to help with homework.

- **Students**

Practice activities and strategies at home that support foundational skills (fluency, decoding, phonics, vocabulary and comprehension). Complete homework. Follow school expectations. Daily use of reading journals. Ensure that report cards and assessment information are taken home and shown to parents.

- **Parents**

Will attend parent trainings offered and also support students with homework. Ensure my child reads daily and practice foundational skills (fluency, decoding, phonics, vocabulary and comprehension) Go through students backpacks regularly and help with homework. Make sure your child is ready to learn each day. Update parent information as needed with the main office. Ensure my child practice addition, subtraction, multiplication or division facts weekly. Attend school events and teacher-parent conferences. Use activities at home with student that were shared during parent workshops. Allow students to participate in tutorial opportunities.

- **Staff Training**

Train staff on the topic of explicit instruction. Professional development for staff on the use of teacher edition resources and curriculum materials. Train teachers on how to support parents by providing materials and resources to use at home to support foundational reading skills (phonics, decoding strategies, vocabulary development)

- **Accessibility**

Provide resources for all families (LEP, Disabled, Migrant, Homeless) CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with ELL and SWD families to increase their engagement.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based upon the data from CP3: 3rd - 5th grade students are 42% proficient 3rd - 5th grade students with disabilities 49% proficient 3rd - 5th grade ELL students are 47% proficient KG Grade: 43% proficiency in ELA 1st Grade: 54% proficiency in ELA 2nd Grade: 39% proficiency in ELA 3rd Grade: 36% proficiency in Math 4th Grade: 17% proficiency in Math 5th Grade: 39% proficiency in Math 6th Grade: 100% proficiency in Math

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

Students struggle with math fluency and mental math. Foundational gaps that exist for students in intermediate grades (3rd-5th) based on instruction they received in primary grades (K-2nd). Lack of vocabulary for beginning speakers. English proficiency is a barrier. Understanding word problems - Students struggle with comprehending text and math operations Students struggle with applying computation skills to multi-step real world problems. Teachers struggle identifying appropriate interventions to meet the needs of students.

3. Share possible solutions that address the root causes.

Teach the content over multiple days. Small group focus for students on grade level standards. Incorporate songs and videos through homework to help students remember math concepts. Increase the use of manipulatives in the classroom. Offer parent trainings throughout the academic year to support math skills at home. Create opportunities to practice/apply new vocabulary in a repetitive and meaningful manner throughout the school day. Provide resources and materials (manipulatives, workbooks, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Reflex Math, iReady, IXL, etc) Teacher to provide small group on foundational needs and secondary standards for students in intermediate grades. Provide opportunities for professional development for all teachers to support instruction (Use of SSCC to support teacher growth, collaborative planning, webinars, coaches, etc) Use of resource teachers, academic tutors for small group support for students who struggle with foundational content/skills Provide opportunities for extended learning (tutorial program after school, during the day, Saturdays, etc) to support student learning and increase achievement.

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

- Communication

Use DOJO to share best parent practices to support math. Reminders/Invites through the parent link, flyers, marquee, student communication folders, student agendas and school website. Continue to implement ClassDojo to push out school events. In person parent conferences and sending home assessment and academic grades.

- Parent Training

Providing families with parent trainings and resources for how to help at home with math and/or how to apply to real world skills. Provide materials and resources for parents to use at home to support foundational math skills (basic math facts, fluency, etc)

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

- School

Important home report cards, progress reports and assessment information regularly. Parent conferences DOJO reminders Provide activities and resources for families to use at home supporting foundational skills (fluency of basic math facts) and how to help with homework.

- **Students**

Complete homework. Follow school expectations. Daily use of math journals. Ensure that report cards and assessment information are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (fluency of basic math facts)

- **Parents**

Go through students backpacks regularly and help with homework. Make sure your child is ready to learn each day. Update parent information as needed with the main office. Ensure my child practice addition, subtraction, multiplication or division facts weekly. Attend school events and teacher-parent conferences. Use activities at home with student that were shared during parent workshops focusing on foundational skills (fluency of basic math facts) Allow students to participate in tutorial opportunities.

- **Staff Training**

Train staff on how to support parents with using the resources provided for foundational math skills (basic math facts, fluency, etc)

- **Accessibility**

Provide resources for all families (LEP, Disabled, Migrant, Homeless) CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with ELL and SWD families to increase their engagement.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based upon the data from CP3: 5th grade proficiency is 27% in science.

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

Students have limited knowledge of science until 5th grade. ELA proficiency impacts science performance. Students need support in background knowledge as it pertains to science concepts. Gaps in science concepts, vocabulary due to limited time focused on science instruction Lack of vocabulary for beginning speakers. English proficiency is a barrier. Understanding reading passages - Students struggle with comprehending text and science concepts Lack of hands-on experience practicing science concepts Teachers struggle implementing science standards and concepts due to time Parents do not know science concepts to support learning at home

3. Share possible solutions that address the root causes.

Explicitly teach science in each grade with use of hands on projects. Provide opportunities for students to use hands-on experiences thought field trips and college tours to reinforce standards/concepts (museums, colleges, zoo, library, etc.) Incorporate songs and videos to help students remember science concepts. Increase the use of hands-on/experiments in the classroom and at home Offer parent trainings throughout the academic year to support science vocabulary and concepts at home. Create opportunities to practice/apply new vocabulary in a repetitive and meaningful manner throughout the school day. Provide resources and materials (manipulatives, workbooks, experiments, etc.) Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. J&J Boot camp, etc) Provide opportunities for professional development for all teachers to support instruction (Use of SSCC to support teacher growth, collab planning, webinars, coaches, etc) Provide opportunities for extended learning (tutorial program after school, during the day, Saturdays, etc) to support student learning and increase achievement.

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

• Communication

Use DOJO to share best parent practices to support science. Reminders/Invites through the parent link, flyers, marquee, student communication folders and school website. Continue to implement ClassDojo to push out school events. In person parent conferences and sending home assessment and academic grades.

• Parent Training

Train parents on how to use real world skills to help with science like nature walks, science museums, educational videos; as well as share resources to help families support learning at home. Provide trainings and materials/resources for parents to use at home to support science vocabulary and science concepts at home.

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

- School

Through Parent trainings, provide activities and resources for families to use at home supporting vocabulary and nature of science.

- Students

Complete science projects at home. Complete assigned homework and tasks.

- Parents

Use activities at home with student that were shared during parent workshops focusing on science.

- Staff Training

Train staff on how to optimize the time teaching science, what resources to use and how to implement hands-on activities. Train teachers on how to support parents by providing materials and resources to use at home to support science vocabulary, hands-on experiments, and science

- Accessibility

Provide resources for all families (LEP, Disabled, Migrant, Homeless) CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with ELL and SWD families to increase their engagement.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding their optimum potential and increase their academic achievement.

Budget Total: \$155,073.44

Acct Description	Description																		
Resource Teacher	0.5 Resource Teacher will provide small group instruction with students who dropped out of proficiency, implementing appropriate interventions, and providing remediation for students in the low 25% who need more assistance in Literacy and Math in grades K-5.																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="415 391 932 467">Item</th> <th data-bbox="932 391 1079 467">Quantity</th> <th data-bbox="1079 391 1199 467">Rate</th> <th data-bbox="1199 391 1297 467">Days</th> <th data-bbox="1297 391 1411 467">Hours</th> <th data-bbox="1411 391 1533 467">Weeks</th> <th data-bbox="1533 391 1724 467">Certified</th> <th data-bbox="1724 391 1898 467">Type</th> <th data-bbox="1898 391 2024 467">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
	Certified Tutors to provide extended learning opportunities after school for at-risk/struggling students in grades 2nd - 5th grade in the areas of Reading, Writing, Math and Science. / Tentative start date is January 2025	8	\$37.00	2	2	15	Certified	Original	\$17,760.00										
Amend 8- Reduced 64 hrs of cert tutorial to to add 1 OOS NC Tutor with degree and to purchase instructional materials (BT 489589)	1	\$37.00	1	-64	1	Amendment	-\$2,368.00												
Supplies	<table border="1"> <thead> <tr> <th data-bbox="415 971 1184 1047">Item</th> <th data-bbox="1184 971 1331 1047">Quantity</th> <th data-bbox="1331 971 1493 1047">Rate</th> <th data-bbox="1493 971 1717 1047">Supply Type</th> <th data-bbox="1717 971 1898 1047">Type</th> <th data-bbox="1898 971 2024 1047">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
	Item	Quantity	Rate	Supply Type	Type	Total													
	Pencils to support student learning and delivery of instruction	35	\$14.05	General Supplies	Original	\$491.75													
	Erasers to support student learning	35	\$19.33	General Supplies	Original	\$676.55													
	Copy Paper to support student learning and delivery of instruction	15	\$44.61	General Supplies	Original	\$669.15													
Crayons to support student learning	400	\$1.63	General Supplies	Original	\$652.00														

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Highlighters to support student learning	35	\$13.85	General Supplies	Original	\$484.75
	Markers to support student learning	200	\$2.22	General Supplies	Original	\$444.00
	Spiral Notebooks to support student learning	501	\$3.23	General Supplies	Original	\$1,618.20
	Dry Erase Markers to support student learning and delivery of instruction	35	\$6.49	General Supplies	Original	\$227.15
	Classroom Libraries to support student learning and delivery of instruction	1	\$914.14	Classroom Libraries	Original	\$914.14
	Primary Pencils to support student learning	13	\$7.12	General Supplies	Original	\$92.56
	Shipping	1	\$0.91	General Supplies	Original	\$0.91
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$577.25	General Supplies	Original	\$577.25
	Amend 8- Added Phonics for Reading (Student book and Teacher Guides)- BT 489589	1	\$2,673.00	Instructional Materials	Amendment	\$2,673.00
	Amend 8- Increased classroom supplies to purchase instructional materials (BT 489589)	1	\$45.00	General Supplies	Amendment	\$45.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Out-of-System Non-Certified Temp Tutors will work with at-risk/struggling students in grades 1-5 in ELA and Math through a push-in and/or pull-out model supporting teachers in increasing student engagement/time on task, and achievement through differentiated instruction. / Start date is August 2024	4	\$15.00	5	6	30	Non-Certified	Original	\$54,000.00
	Out-of-System Non-Certified Temp Tutors will work with at-risk/struggling Kindergarten students in ELA and Math through a push-in and/or pull-out model supporting teachers in increasing student engagement/time on task, and achievement through differentiated instruction. / Start date is August 2024	1	\$15.00	5	3.5	30	Non-Certified	Original	\$7,875.00
	Amend 8- Added Out-of-System Non-Certified (w/Degree) Temp Tutors will work with at-risk/struggling students in grades 1-5 in ELA and Math through a push-in and/or pull-out model supporting teachers in increasing student engagement/time on task, and	1	\$17.00	5	6	30	Non-Certified w/ Degree	Amendment	\$15,300.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	achievement through differentiated instruction. / Start date is August 2024 (BT 489589)									
	Amend 8- Reduced 1 OOS NC Tutor with no degree to add 1 OOS NC Tutor with degree (BT 489589)	-1	\$15.00	5	6	30	Non-Certified	Amendment	-\$13,500.00	
	Amend 8- Reduced temp tutor to 3.0 hrs daily instead of 3.5	-1	\$15.00	5	0.5	30	Non-Certified	Amendment	-\$1,125.00	
Trans Compound; field trips	Item						Quantity	Rate	Type	Total
	Field trip to Palm Beach Zoo - K-1st grade students - Tentative date is fall 2024 - admissions will be paid with internal funds.						1	\$550.00	Original	\$550.00
	Field trip to Lion Country Safari - K-1st grade students - Tentative date is Winter 2025 - admissions will be paid with internal funds						1	\$550.00	Original	\$550.00
Online subscription	Item						Quantity	Rate	Total	
	Reflex Math to reinforce math standards for students in grades K-5						1	\$3,295.00	\$3,295.00	

Action Step: Professional Development

Provide and monitor high-quality professional learning and collaboration that strengthen the effectiveness of instructional staff to increase students' academic achievement.

Budget Total: \$150,998.96

Acct Description	Description																	
Teacher Collaboration	<table border="1"> <thead> <tr> <th data-bbox="422 342 953 435">Item</th> <th data-bbox="953 342 1100 435">Quantity</th> <th data-bbox="1100 342 1226 435">Rate</th> <th data-bbox="1226 342 1323 435">Days</th> <th data-bbox="1323 342 1436 435">Hours</th> <th data-bbox="1436 342 1556 435">Weeks</th> <th data-bbox="1556 342 1709 435">Certified</th> <th data-bbox="1709 342 1896 435">Type</th> <th data-bbox="1896 342 2024 435">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	New Teachers will work together conducting data analysis, creating lesson plans to support delivery of instruction of ELA, Math and Science in all grades as well as learn schools process and procedures to support delivery of instruction.	10	\$25.00	3	4	1	Certified	Original	\$3,000.00									
Amend 8- Reduced 40 hrs of teacher collaboration to to add 1 OOS NC Tutor with degree and to purchase instructional materials (BT 489589)	10	\$25.00	1	-4	1	Certified	Amendment	-\$1,000.00										
Coach	0.5 Coach will provide support to teachers in grades K-5 for ELA through PLCs coaching support through modeling, co-teaching, providing feedback and professional development to increase student achievement.																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="422 1089 1266 1182">Item</th> <th data-bbox="1266 1089 1413 1182">Quantity</th> <th data-bbox="1413 1089 1535 1182">Rate</th> <th data-bbox="1535 1089 1776 1182">Supply Type</th> <th data-bbox="1776 1089 1906 1182">Type</th> <th data-bbox="1906 1089 2024 1182">Total</th> </tr> </thead> </table>				Item	Quantity	Rate	Supply Type	Type	Total								
	Item	Quantity	Rate	Supply Type	Type	Total												
	Sticky Notes or PLCs, planning to support delivery of instruction				4	\$29.56	General Supplies	Original	\$118.24									
	Dry Erase Markers or PLCs, planning to support delivery of instruction				20	\$6.49	General Supplies	Original	\$129.80									
Chart Paper for PLCs, planning to support delivery of instruction				15	\$13.46	General Supplies	Original	\$201.90										

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="432 201 1262 277">Item</th> <th data-bbox="1262 201 1409 277">Quantity</th> <th data-bbox="1409 201 1535 277">Rate</th> <th data-bbox="1535 201 1776 277">Supply Type</th> <th data-bbox="1776 201 1906 277">Type</th> <th data-bbox="1906 201 2020 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Ink to print reports PLCs, planning to support delivery of instruction	5	\$213.16	Technology	Original	\$1,065.8						
	Copy Paper or PLCs, planning to support delivery of instruction	2	\$44.61	General Supplies	Original	\$89.22						
	Highlighters or PLCs, planning to support delivery of instruction	2	\$13.85	General Supplies	Original	\$27.70						
	Markers or PLCs, planning to support delivery of instruction	15	\$2.22	General Supplies	Original	\$33.30						
Single School Culture Coordinator	Single School Culture Coordinator will support teachers in grades K-5 to implement strong systems for academics, behavior, climate, and culture to result in high academic achievement (ELA, Math, and Science) a positive youth development (PLCs, PDDs, coaching, modeling, observation, and feedback). (226 days)											

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$8,528.85

Acct Description	Description																	
Parent Support by School Staff	<table border="1"> <thead> <tr> <th data-bbox="426 209 1016 293">Item</th> <th data-bbox="1016 209 1163 293">Quantity</th> <th data-bbox="1163 209 1285 293">Rate</th> <th data-bbox="1285 209 1383 293">Days</th> <th data-bbox="1383 209 1495 293">Hours</th> <th data-bbox="1495 209 1619 293">Weeks</th> <th data-bbox="1619 209 1776 293">Certified</th> <th data-bbox="1776 209 1908 293">Type</th> <th data-bbox="1908 209 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Non Instructional Staff (Data Processor) to support parent trainings in the PFEP to increase parent engagement and impact student learning K-5 (planning and implementation)- Funds allocated in OVT	1	\$27.00	1	7.5	3	Non-Certified	Original	\$596.00									
Certified Staff to support parent trainings in the PFEP to increase parent engagement and impact student learning K-5 (planning and implementation)	1	\$25.00	3	7.5	3	Certified	Original	\$1,688.00										
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="426 748 1415 833">Item</th> <th data-bbox="1415 748 1562 833">Quantity</th> <th data-bbox="1562 748 1719 833">Rate</th> <th data-bbox="1719 748 1908 833">Type</th> <th data-bbox="1908 748 2024 833">Total</th> </tr> </thead> </table>				Item	Quantity	Rate	Type	Total									
	Item	Quantity	Rate	Type	Total													
Amend 8- Added Smores (School Site for 5 users) To create flyers communication to stregthen school-home communication to increase parent engagement and impact student achievement (K-5) - BT 489589	1	\$1,050.00	Amendment	\$1,050.00														
Overtime	Overtime- Non Instructional Staff (Data Processor) to support parent trainings in the PFEP to increase parent engagement and impact student learning K-5 (planning and implementation)																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 1141 1312 1226">Item</th> <th data-bbox="1312 1141 1459 1226">Quantity</th> <th data-bbox="1459 1141 1596 1226">Rate</th> <th data-bbox="1596 1141 1795 1226">Supply Type</th> <th data-bbox="1795 1141 1929 1226">Type</th> <th data-bbox="1929 1141 2024 1226">Total</th> </tr> </thead> </table>			Item	Quantity	Rate	Supply Type	Type	Total									
	Item	Quantity	Rate	Supply Type	Type	Total												
	Copy Paper to support parent trainings / meetings	13	\$44.61	General Supplies	Original	\$579.93												
Shipping for Agendas	1	\$137.50	General Supplies	Original	\$137.50													

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens to support parent trainings / meetings	4	\$13.02	General Supplies	Original	\$52.08
	Colored Copy Paper (various colors) to support parent trainings / meetings and school-home communication	6	\$133.64	General Supplies	Original	\$801.84
	Agendas grades 4-5 to support school-home communication	275	\$3.10	General Supplies	Original	\$852.50
Postage	Item	Quantity	Rate	Type	Total	
	Postage to support school-home communication and parent engagement	550	\$0.68	Original	\$374.00	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

We, the community of Indian Pines Elementary School, are committed and dedicated to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We strive to prepare our students to become contributing members of our world. The Indian Pines Elementary family of students, teachers, staff and parents strive to create an academic environment that supports student achievement by enlisting parents and family members to participate in the learning process. The parent and family engagement plan consists of the participation of parents and families in a school and family partnership that helps students achieve success intellectually, socially, and emotionally. We will strive to create a collaborative student and parent learning center that fosters academic achievement for all stakeholders.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Mrs. Robinson	Principal
Mrs. Stewart Thomas	Single School Culture Coordinator
Mr. Oyuela	Community Business Partner
Ms. Gross	Parent
Ms. Nacius	Parent
Ms. Ruiz	Teacher
Ms. Wright	Parent
Ms. Pierre	Parent
Mr. Ruiz	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Parents are invited to attend school sponsored parent meetings and trainings. Invitation for membership is offered to parents, teachers, staff and community members. SAC meetings are advertised via flyer invite, DOJO calendar, marquee and Parent Link. Parents that are interested in joining SAC are invited to attend the meetings. SAC members are elected to ensure that they reflect all subgroups of our school community.

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

Stakeholder input is solicited through in-person SAC meetings, Parent and Family Engagement meetings, parent surveys and feedback. We will have Title I Items as standing agenda item in every SAC meeting. Stakeholders are invited to attend to provide feedback and input in the development of the FY25 CNA/SWP/PFEP. The meetings are scheduled and shared with stakeholders via School Calendar, Parent Links and ClassDojo announcements. The meeting dates and times are decided based on parent availability, which includes evenings at 6:00pm on Tuesdays or Thursdays. The date that the FY25 CNA meetings took place was February 13th, 2024. Stakeholder feedback and input was captured by reviewing school data, discussing the culture and climate, instruction and Parent and Family Engagement. We used the information collected from the meeting for the development of the FY25 CNA/SWP/PFEP.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholder input is solicited as to how Title I funding will support our students and school, through Stakeholder Meetings, SAC meetings and Parent and Family Engagement input meetings. The parent engagement allocations provided to the school will be used to fund staff to support parent trainings, materials needed for hands-on activities, postage to support communication, and additional materials needed for parent meetings. Additionally, Title 1 funding is used for SSCC, resource teachers, technology resources for students and classroom supplies.

Name	Title
Jill Robinson	Principal
Keymi Shannon	Assistant Principal
Marcia Stewart Thomas	SSCC

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Title I Annual Meeting will take place October 17, 2024 6:00pm in the Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents will be informed of the Annual meeting through a flyer being sent home with students, flyer posted on ClassDojo, school marquee, IPES student calendar and a parent link.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The PowerPoint Presentation, copies of FY24 PFEP in all languages, copies of School-Parent Compact in all languages, sign-in sheets, Smart Panel, paper and pens, parent survey.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- **Name of Training**

Enhancing Parent/Teacher Conferences

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

Teachers will learn strategies to improve the quality of parent/teacher conferences. Staff will receive training on how to effectively communicate with families and how to provide them with pertinent information as it relates to their child's academic progress and behavioral needs. Staff will learn the types of information to share with parents/guardians, resources to share, and how to follow-up with parents routinely during each 9 weeks.

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

The expected impact is that the number of parent/teacher conferences increases for each class. Parents/guardians will be informed of their child's progress and will also increase engagement in their child's schooling.

- **What will teachers submit as evidence of implementation?**

Evidence of parent teacher conference logs, sign-in sheets, resources and reports provided, meeting dates and times, communication folder, virtual or phone logs.

- **Month of Training**

September 2024

- **Responsible Person(s)**

Ms. Shannon, Ms. Stewart-Thomas, Team Leaders and Teachers

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

Will be done after the training #1.

- **Number of Participants**

Will be done after the training #1.

- **What were teachers able to do as a result of the training?**

Will be done after the training #1.

- **How do you know?**

Will be done after the training #1.

- **What went well with the training**

Will be done after the training #1.

- **What improvements would be made and what steps will you implement to make the training more effective**

Will be done after the training #1.

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Family Engagement Toolbox

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

Teachers and staff will learn about strategies that target family engagement. Staff will learn skills that will build their "family engagement toolbox" and how to effectively engage parents in various aspects of school, such as attendance, behavior, assessments and academic updates.

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

The impact is to train staff to build family engagement so that it has a positive impact on students' education.

- What will teachers submit as evidence of implementation?

Evidence of parent teacher conference logs, sign-in sheets, resources, meeting dates and times, communication folder, attendance in events.

- Month of Training

February 2025

- Responsible Person(s)

Ms. Shannon, Ms. Stewart-Thomas, Team Leaders and Teachers

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Will be done after the training #2.

- Number of Participants

Will be done after the training #2.

- What were teachers able to do as a result of the training?

Will be done after the training #2.

- How do you know?

Will be done after the training #2.

- What went well with the training

Will be done after the training #2.

- What improvements would be made and what steps will you implement to make the training more effective

Will be done after the training #2.

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Setting Your Child Up For a Successful School Year

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

Parents will learn about how to use iReady and Reflex Math programs to build students skills at home. Parents will also learn different reading activities that they can use at home, such as how to use paper letters to practice building words (K-1) and question stems and books (2-5th). Additionally, parents will be given resources and paper made manipulatives to practice how to use math flash cards to practice math fluency in addition, subtraction and multiplication.

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

Parents will be given hands-on materials (letters, glue, paper manipulatives, etc) to practice what they will do at home with their child. Parents will also have the ability to use Chromebooks to practice accessing digital resources that students use daily in school.

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

To prepare parents with supporting their child for the academic school year.

- Date of Training

August or September 2024

- Responsible Person(s)

Jill Robinson, Keymi Shannon, Marcia Stewart Thomas, Grade Level Teams

- Resources and Materials

Folders with information, chromebooks, materials and resources as needed.

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Learning and Growing at Home

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

Parents and guardians will learn how to support students with building their reading and math skills. They will learn mental math strategies, activities to do at home, using reading resources and math manipulatives.

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

Families will be able to learn and use provided resources, tasks and activities that they can use to support math and science learning.

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

The expected impact is that students and families will learn and practice math and science tasks to support foundational gaps.

- Date of Training

January 2025

- Responsible Person(s)

Jill Robinson, Keymi Shannon, Marcia Stewart Thomas

- Resources and Materials

Math and reading activities/resources, smart panel, handouts, manipulatives.

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding PM3 Assessments and Reports

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

Parents will learn about the K-5 PM3 assessments. Parents will learn how to navigate the FAST Parent Portal and learn about the PM3 assessments, question types and accessing student reports.

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

Parents will be given the opportunity to use chromebooks to access the online platforms. They will also be provided resources and handouts to assist with helping their child at home.

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

The expected impact is that families will learn about the pertinent PM3 information, as well as how to access and understand the information provided on the student reports. They will also learn of resources to use at home to support learning and academic success.

- Date of Training

March 2025

- Responsible Person(s)

Jill Robinson, Keymi Shannon, Marcia Stewart Thomas

- Resources and Materials

Chromebooks, handouts, sign in sheets, copies of samples tests, copies of sample reports.

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Multicultural department provides CLF, translation services, and strategies parents can use at home to support our families, support wheel for Creole Dual Language program.

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

Copy of e-mail requesting support, presentations, brochures of services, and flyers for events provided.

- Frequency

Ongoing

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

McKinney Vento Program

- Describe how agency/organization supports families.

Provides support for students and families experiencing homelessness.

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

Provide documentation of support for students in McKinney Vento program (flyer of resources, emails, log of resources provide)

- Frequency

Annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Red Apple Supplies

- Describe how agency/organization supports families.

Provides book bags and school supplies to assist families.

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

Photos and thank you letters and emails regarding Red Apple resources and donation opportunities.

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents will be informed about Title I programs through multiple means: Title I Annual Meeting, SAC Meetings, Parent flyers, Class DOJO, Parent Link, and Indian Pines Elementary School website.

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

School marquee, call outs and flyers posted in Dojo sent home with students regularly. Parent teacher conferences and information will be posted in the main office.

- Description

SAC meetings, Curriculum Nights, Parent-Teacher conferences, progress reports, report cards. Curriculum Night presentation sharing proficiency levels. Reports on literacy and math standards for the month.

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

School marquee, call outs and flyers/dojo sent home with students. Parent teacher conferences, curriculum night presentation/handouts, meeting agendas/sign-in sheets, conference notes, and information will be posted in the main office.

- Description

SAC meetings, Curriculum Nights, Parent-Teacher conferences, progress reports, report cards and letters with assessment updates.

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

School marquee, call outs and flyers/dojo sent home with students. Share student progress through mid-term reports, report cards, assessment results. Parent teacher conference notes and examples of letters sent home.

- Description

The school will inform stakeholders by inviting them and requesting their input during SAC Meetings, Title I Annual Meeting, Curriculum Nights, DOJO, Monthly Calendars, Parent Link, Parent Conferences, IEP/LEP meetings.

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

School marquee, call outs and flyers/dojo sent home with students. Parent teacher conferences and information will be posted in the main office. Invitations or notes from Parent Conferences, IEP/LEP meetings, invitations with links for virtual attendance as needed.

- Description

Indian Pines will offer opportunities for flexible meetings and workshops by scheduling some events during evenings and days to accommodate parent scheduling needs.

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

Invitations, sign in sheets, agendas, and pictures will be taken for documentation purposes. Invitations to Parent Conferences, IEP/LEP meetings and invitations with links for virtual attendance as needed.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

CLF's will be available during school-wide parent meetings as well as teacher-parent conferences as requested. Meeting notifications, flyers, communication and call outs will be made in English, Spanish, and Kreyol. CLFs will be scheduled to attend IEP meetings.

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

Supporting evidence will include: CLF schedules, photos of translation occurring at meetings, FY24 Compact, FY24 PFEP Summary, SAC agendas.

- **Description**

American Sign Language interpreters are made available to parents with a hearing disability and in need of sign language support during parent events. Availability of disabled parking and special seating during meetings. Our school building is ADA compliant to accommodate the needs of parents/families.

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

Supporting evidence will include: ASL interpreter schedules, photo of handicap parking, ramp, elevator - accessible building and ADA compliance. Photo of staff providing support for parents who are hearing impaired, sign-in sheets, notes when hearing support was provided, sample of request to District for staff to support parents.

- **Description**

School staff will prepare a welcome packet of information for new families, conduct home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc.

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

Home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs, CLF/sign language facilitator timesheets.

- Description

Create a welcome packet for new families, provide uniforms, school supplies, and food, share information about available services, conduct home visits, ask parents to complete Student Housing Questionnaire to determine need, and reaching out to District or other organizations for support.

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

Notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, email seeking support for families, flyers, distribution logs for donated uniforms, school supplies, food and transportation logs.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

None

- Brief Description

N/A

2. Activity #2

- Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Indian Pines Elementary builds non-academic skills through daily morning meetings that are guided by the Skills for Learning and Life lessons. Indian Pines Elementary adapts the SLL lessons to reflect the needs of our students and school. During meetings, teachers work on building positive relationships with students. During this time, students share their experiences, concerns and questions through open dialogue with their teacher and classmates prior to the start of the instructional day. To encourage positive behavior, Indian Pines uses the school-wide ClassDojo reward system to award students points based on SOAR expectations. ClassDojo is an online behavior tracking system that teachers can use to monitor student behavior and skills such as working hard, being kind, helping others or doing their best. The rewards are to promote and rewards positive behavior. Dojo points are immediately shared with parents on their personal electronic device and also is used as a method of communicating with their teacher. Our school-wide SOAR expectations are that all students pledge to be Safe, On target, Always do their best and be Respectful in all areas on campus. Classes are encouraged to show that they can SOAR everywhere on campus and are rewarded with "feather system" by non instructional staff. Classes are able to earn feathers by demonstrating SOAR expectations. At the end of the week, the class with the most feathers are rewarded with the prize of their choice. Our school counselors manage the Character Now program. Certificates are provided to students who are recognized as the Character Now winner of the month. The students are recognized through the morning announcements and receive a certificate to take home. Students are also recognized for their good choices by earning a Positive Behavior Referral. Students are nominated by a staff member and are recognized monthly as a Positive Behavior Referral winner and their parents are notified. Students can also earn a "caught being good" stickers for demonstrating on task behavior. Our school counselors also teach our students resilience, persistence, healthy habits, and character skills through their guidance lessons. When students need additional support, the school counselors provide them with additional counseling in social and emotional skills.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

SBT/MTSS Implementation has three levels. Tier 1- core instruction: each teacher explicitly provides daily whole group standard based instruction according to district curriculum guidelines. Small groups are also implemented daily and are differentiated according to student guided reading levels and strategy skill groups as needed. Immediate Intensive Intervention (iii) is provided daily for 30 minutes. Tier 2 -Supplemental level instruction: provided to students identified with a specific learning deficiency through the School Based Team (SBT) process for Reading or Math. They are at-risk academically and have been identified as performing significantly lower than peers in their class as well as their grade level. They will receive supplemental intervention within the iii setting or another 30 minutes outside of the Literacy or Math Block. Their interventionist may be their own classroom teacher or a resource teacher such as an Supplemental Academic Instruction (SAI), ELL or ESE teacher. Their barrier to learning is identified in the SBT meeting with our team and the classroom teacher determining the deficiency, appropriate intervention and setting goals through the use of progress monitoring tools to ensure that the student receives personalized support to make learning gains. Tier 3 - Intensive level of instruction: takes place when a student does not show learning improvements in Tier 2, supplemental intervention. SBT meets with the classroom teacher to assign intensive, one-on-one daily support in addition to the already supplemental support in process. The deficiency is targeted and progress monitoring takes place throughout the 8 week process of intensive instruction. If a student does not show improvement, they may be considered for review by the Child Study Team if the psychologist and SBT team deem appropriate. At that time, testing could take place to identify a potential learning disability and the student moves forward to receive an Individualized Education Plan. Our School Based Team (SBT) consists of representation from admin., guidance, and resource teachers as needed in ELL/ESE/SAI and the classroom teacher. The meetings are held on a weekly basis and discusses individual student cases. Each meeting is documented with the discussion and recommendations. We meet weekly to review our students in need of additional support. We also analyze and review data to provide individualized instruction to targeted students. Each member is assigned to a specific grade level to offer support to the teachers as needed to ensure the fidelity and tracking of the intervention process.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Progress monitoring assessments, reading records, and iReady diagnostic data points are disaggregated and analyzed in order to group students based on their academic needs and determine the core instructional needs. To provide students with the optimized learning environment and support, the master board schedule is created and built to provide students with push in support for ESE and ELL services. Teachers utilize Benchmark unit assessments along with Math FSQ and USA data to differentiate instruction within the classroom and determine core instructional needs. Bi-weekly PLCs are held for teachers to participate in Professional Learning Communities with administrative participation and Regional Support in order to ensure resources and instruction are aligned to the standards. Observations and walk-throughs are conducted routinely by administrators to identify trends and patterns in order to establish PLC needs and monitoring purposes. Bi-weekly common planning sessions are facilitated by team leaders with instructional planning around standards based instruction. Teachers align resources to state standards utilizing the backwards design, assessments and question stems that push students work towards to full intent and rigor of the standards. Extended Day Reading provides an additional 30 minutes of reading for all students each day. Students are tiered and grouped based on need ranging from below level, on level and above level readers. Teachers provided extended opportunities to provide foundational support as well as enrichment activities. To offer students with extended learning time, tutorial sessions take place twice per week (January until May) and will focus on remedial instruction in reading and math. Additionally, grade levels plan extracurricular activities through field trips to enrich students education. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of 5 offerings: music, art, physical education, guidance, and media. Students rotate through the fine arts every 2 weeks for a full rotation. For example each homeroom will have a consecutive Day 1 and Day 2 of Music, art, physical education, guidance and media as one rotation, then they repeat the rotation. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content.

Post-Secondary Opportunities and Workforce Readiness

How do you build students’ awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Indian Pines Elementary implements a college and career readiness mindset that focuses on helping students prepare now for academic success later. This implementation builds student advocacy, organizational skills, study skills, and college awareness. Indian Pines Elementary also offers clubs and organizations to encourage students to prepare for their future, such as the Student Advisory Club and the Preparing Teachers of Tomorrow club. Students also have the ability to join other clubs, such as band, step, drama, chess and art club. The guidance counselors ensure that students are afforded the opportunity to learn about being college and career readiness through their curriculum and instruction. Teachers also facilitate project based learning opportunities to connect the curriculum to real world experiences across all content areas. Real world science application and instruction will take place across all grade levels. Students are also invited to participate in "Take Your Child to Work Day" for one full instructional day. Career Day is offered to students by enlisting volunteers to come in to speak to students and teach them about different jobs and how to achieve them.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

The department of Early Childhood Education assists the school by providing supplemental funds beyond the state of Florida funding VPK. These funds are used to provide extended support through 2 full time programs with highly qualified teachers and paraprofessionals. This will provide our children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. We also assist prekindergarten students and families transition to kindergarten by informing parents of the readiness skills during our annual kindergarten round up, where local preschools are invited to attend and participate in "A day in the life of a kindergartener". Pre-K students and their parents are provided with academic resources to help those students prepare for school by building letter recognition and sounds, number and color recognition and well as daily routines. Indian Pines Elementary School implements a staggered start for our kindergarten students. A staggered entry to school is an approach used to assist children in their adjustment to their new daily routine. Students will be in small groups and will adjust to the school setting in a successful and positive manner. The staggered start approach supports the students by allowing teachers to spend more individual time with students. It also establishes structured routines (use of the bathroom, lunch room, listening to the teacher, lunch, recess, clean up, dismissal, etc.). The small group setting helps the students who experience separation from a familiar adult by offering them attention and helping them feel safe and at ease. Given this type of transition into kindergarten, the children exhibit less anxiety, increased self-confidence and a better understanding of kindergarten expectations. Kindergarten round-up events allow parents to visit the school with their students and learning more about our KG program. Parents meet the teachers, learn about the standards and yearlong expectations, learn about school-wide programming and tour the school. Parents have another opportunity to meeting the teacher during pre-school and curriculum nights that are held at the beginning of the school year. Parents are also invited to participate in school wide events like Literacy Night and monthly SAC meetings in order to learning more out our programming and provide input.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- Mentoring

- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Based on teacher feedback, our administrative team puts together "Lunch and Learns" which are 15-20 minute sessions that target a specific professional development topic. The time is spent on supporting teachers develop their professional capacity. They will be offered throughout the year and are always determined based on the input provided by teachers and staff. Teachers also participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers engage in collaborative planning and professional discussions to inform their teaching. PLCs are supported by admin and regional specialists as well as the Single School Culture Coordinator. Regional and district curriculum support and resources on blender are also available for teachers to develop their skills sets. Selected staff members also participate in additional PD trainings to support their area of practice, such as the district led math and/or science cadres. Teachers also receive direct support from district specialists through the designated google classrooms for a particular grade and subject. Indian Pines Elementary also participates in an ESP (Educator Support Program) program for new teachers, where new teachers are assigned a personal mentor to support them through their first year of teaching. The ESP contact meets with new teachers and their mentors monthly to touch base and provide additional ongoing support. They are also provided a buddy to support them for simpler tasks and quick help. Support meetings are held to help teachers bond and also provide them with strategies to support them. Administration conducts weekly meetings the single school culture coordinator, assistant principal and principal to review recent academic data to determine trends, address academic needs and support student performance as well as identify staff professional development needs. Our team also provide Work Groups, in which teachers are able to collaborate together on the area of focus such as: safety, literacy, swpbs, etc.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

Retention:

- Job Fairs
 - Collaboration with HR and Region Office
 - Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
 - Word of Mouth
 - Glades Supplement
 - Other Incentives such as signing bonuses and pay for performance
- Orientation
 - Mentoring/Peer Teacher
 - Teaching Team with Team Leaders
 - Collaborative Planning
 - Department Chairs
 - Coaching Support
 - School/Employee Morale
 - Professional Development
 - Open Door Policy
 - Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration strives to recruit and retain certified and effective educators. Job availabilities are posted through the District. Each year the school participates in the district Job Fair and conducts interviews for vacancies if applicable. Long-term substitute teachers and Academic Tutors participate in PLCs to support their professional development and are provided support from coach and admin. The Assistant Principal and Single School Culture Coordinator facilitates a New Teacher Orientation each summer in order to invite and welcome any new staff members and provide them with support before the school year begins. During the orientation teachers learn about school goals, initiatives, who to turn to and receive a tour. The Assistant Principal holds monthly ESP meetings with new teacher and mentors as an additional support. This program fosters mentoring-peer teacher relationships between new and veteran teachers on our campus. During these meetings, instructional practices and strategies are discussed, concerns are addressed and questions are answered. Mentors meet with new teachers regularly as an additional support. The SSCC utilizes the coaching cycle with individual teachers, model whole group and small group instruction, conduct observations and provide actionable feedback. School administrators provide ongoing coaching and feedback via formal iObservation evaluation and informal meetings. Administrators hold an open door policy for all teachers as a way to open communication to ensure that everyone feels heard. Teachers are frequently asked to provide input around academic, behavioral and climate concerns. Opportunities are available to all for additional pay such as tutoring their own students twice per week. We host monthly team liaison meetings where the team leaders are able to provide input about their teams needs and questions. The admin team then provides support and also discusses important information. The team liaisons (department chairs) are then able to communicate the information to their teams. The teams meet bi-weekly for collaborative planning and PLCs. Our administrative team also implements the open door policy. Staff always have the ability to speak to admin and coaches on their needs and are offered support when needed in various ways.