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

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# 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 PM2 as compared to FY23 FSA. All students 41% proficient (+3) Students With Disabilities 31% proficient (+9) ELL students 43% proficient (-1) Hispanic Males 42% proficient (-2)

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

Effects of Virtual Learning (phonics, letter recognition, decoding) Language acquisition Intentional Instructional Practices Lack of teacher knowledge of foundational reading process in grades 3-5 and BEST curriculum and standard Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of time and personnel to provide additional interventions for students Lack of parent capacity and knowledge of how to support learning at home Lack of student engagement due to social emotional/academics

## 3. Share possible solutions that address the root causes.

Provide a comprehensive professional development plan to support delivery of explicit instruction, Intentional and Focused Planning, attending conferences, online trainings, etc. to build teachers, leaders capacity to increase student achievement. Scheduled Support Planning Sessions Highlight Successful Instructional Practices on Campus - Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, Spring, Thanksgiving, Winter, and in Summer for grades K-5 Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks, intervention kits, manipulatives, books, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. iReady, Top Score, etc.). - Provide extended learning opportunities through tutorial programs for Reading during the morning, after school, and in Summer for grades K-5 as well as PD for teachers to apply appropriate interventions to meet the needs of students (social/emotional/academic). - Support student learning by providing intensive instruction through small groups during the instructional day (temp tutors, resource teachers, paras) Parent trainings to build parent capacity to support their Child's learning at home. -Provide opportunities for field trips for real-world connections.

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

.Use DOJO to share best parent practices to support literacy. Reminders/Invites through the parent link, flyers, marquee, student communication folders and school website. Strengthen how we offer flexible meetings to increase parent engagement.

- **Parent Training**

Partner with 21st CCLC to provide parent trainings Parent trainings focused on foundational skills (fluency, decoding, phonics, vocabulary) How to help with homework. Family data chat. Curriculum and Assessment Information (Understanding new assessment)

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

- **School**

School wide notice day. Important notices on blue paper. Continue to improve communication at the classroom level. DOJO reminders (specific day of the week) Through Parent trainings, provide activities and resources for families to use at home supporting foundational skills (fluency, decoding, phonics, vocabulary)

- **Students**

Use time wisely and follow through on SOAR Expectations. Ensure notes, flyers and report cards are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (fluency, decoding, phonics, vocabulary)

- **Parents**

Go through students backpacks weekly. Make sure your child is ready to learn each day. Update parent information as needed with the main office. Read or listen to your child read each night. Attend school events and teacher-parent conferences. Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

- **Staff Training**

Cultural School expectations Benchmark (content vs. standard) Differentiation Train teachers to help parents support learning at home focused on foundational skills (fluency, decoding, phonics, vocabulary)

- **Accessibility**

CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with LEP 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 PM2 as compared to FY23 FSA. All students 42% proficient (0) Students With Disabilities 38% proficient (+23) ELL students 52% proficient (+2) Hispanic Males 38% proficient (+3)

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

Effects of Virtual Learning (basic facts and fluency) Language acquisition Intentional Instructional Practices Lack of teacher knowledge of BEST curriculum and standard Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of time and personnel to provide additional interventions for students Lack of parent capacity and knowledge of how to support learning at home Lack of teacher knowledge of foundational reading process in grades 3-5 and BEST curriculum and standard Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of time and personnel to provide additional interventions for students Lack of parent capacity and knowledge of how to support learning at home

### 3. Share possible solutions that address the root causes.

Intentional and Focused Planning Scheduled Support Planning Sessions Build Team Leader Capacity Highlight Successful Instructional Practices on Campus Use of Math Manipulatives to support scholars Use of Math Journals to support homework help. - Provide extended learning opportunities through tutorial programs for math during the morning, after school, Spring, Thanksgiving, Winter, and in Summer for grades K-5 Provide opportunities for students to use hands-on experiences/practice to support student learning (student workbooks (Coach, Measuring up, others, manipulatives, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. IXL, I Ready, etc.). - Provide extended learning opportunities through tutorial programs for math during the morning, after school, and in Summer for grades K-5 - Support student learning by providing intensive instruction through small groups during the instructional day (temp tutors, resource teachers, paras) Parent trainings to build parent capacity to support their Child's learning at home.

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

- Communication

Use DOJO to share best parent practices to support literacy. Reminders/Invites through the parent link, flyers, marquee, student communication folders and school website. Use of math journals. Strengthen how we offer flexible meetings to increase parent engagement.

- Parent Training

Partner with 21st CCLC to provide parent trainings. Parent trainings focused on foundational skills (fluency of basic math facts) How to help with homework. Family data chat. Curriculum and Assessment Information (Understanding new assessment) Khan Academy Family support

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

- School

School wide notice day. Important notices on blue paper. Continue to improve communication at the classroom level. DOJO reminders (specific day of the week) Through Parent trainings, provide activities and resources for families to use at home supporting foundational skills (fluency of basic math facts) How to help with homework.

- **Students**

Use time wisely and follow through on SOAR Expectations. Ensure notes, flyers and report cards are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (fluency of basic math facts) How to help with homework.

- **Parents**

Go through students backpacks weekly. Make sure your child is ready to learn each day. Update parent information as needed with the main office. 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) How to help with homework.

- **Staff Training**

Cultural School expectations Revisit Math Framework Differentiation (classwork and homework) Train teachers to help parents support learning at home focused on foundational skills (fluency of basic math facts)

- **Accessibility**

CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with LEP 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 PM2 as compared to FY23 FSA. All students 26% proficient (+8)

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

Effects of Virtual Learning reading deficits) Language acquisition Stamina Applying lessons learned to assessment style questions Intentional Instructional Practices Lack of teacher knowledge of foundational reading process in grades 3-5 and BEST curriculum and standard Lack of knowledge on how to apply appropriate interventions to meet the needs of students (social/emotional/academic) Lack of time and personnel to provide additional interventions for students Lack of parent capacity and knowledge of how to support learning at home

3. Share possible solutions that address the root causes.

Intentional and Focused Planning Scheduled Support Planning Sessions Build Team Leader Capacity Highlight Successful Instructional Practices on Campus Using Content Based Reading to Support learning - Provide extended learning opportunities through tutorial programs for science during the morning, after school, Spring, Thanksgiving, Winter, and in Summer for grades K-5 Provide opportunities for students to use hands-on experiences/practice to support student learning (manipulatives for projects and experiments, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Generation Geniues, etc) - Provide extended learning opportunities through tutorial programs for science during the morning, after school, and in Summer for grades K-5 - Support student learning by providing intensive instruction through small groups during the instructional day (temp tutors, resource teachers, paras) - Parent trainings to build parent capacity to support their Child's learning at home. -Provide opportunities for field trips for real-world connections.

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

• Communication

Use DOJO to share best parent practices to support literacy. Reminders/Invites through the parent link, flyers, marquee, student communication folders and school website. Strengthen how we offer flexible meetings to increase parent engagement.

• Parent Training

Partner with 21st CCLC to provide parent trainings. Parent trainings focused on foundational skills (vocabulary and nature of science) How to help with homework. Family data chat. Curriculum and Assessment Information (Understanding new assessment)

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

- **School**

School wide notice day. Important notices on blue paper. Continue to improve communication at the classroom level. DOJO reminders (specific day of the week) Through Parent trainings, provide activities and resources for families to use at home supporting foundational skills(vocabulary and nature of science) How to help with homework.

- **Students**

Use time wisely and follow through on SOAR Expectations. Ensure notes, flyers and report cards are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (vocabulary and nature of science)

- **Parents**

Go through students backpacks weekly. Make sure your child is ready to learn each day. Update parent information as needed with the main office. Read or listen to your child read each night. Attend school events and teacher-parent conferences. Use activities at home with student that were shared during parent workshops focusing on foundational skills (vocabulary and nature of science) How to help with homework.

- **Staff Training**

Cultural School expectations Hands on Science Train K-4 (Fair Game) Differentiation Train teachers to help parents support learning at home focused on foundational skills (fluency, decoding, phonics, vocabulary)

- **Accessibility**

CLF and Interpreters Community and District Support Staff Continue to work on strengthening our communication with LEP 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: \$157,228.81

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Expo Markers Assorted	44	\$2.80	General Supplies	Original	\$123.20
	Copy Paper	135	\$44.61	General Supplies	Original	\$6,022.35
	Genera CR supplies -Binders, cardstock binder clips composition/notebooks, crayons, chart paper, copy paper, pens, highlighters, student white boards, ,	1	\$3,000.00	General Supplies	Original	\$3,000.00
	J&J Science Speed Bag St. Bk	16	\$9.00	Instructional Materials	Original	\$144.00
	Shipping	1	\$2.34	General Supplies	Original	\$2.34
	Pink Belveled Erasers 36pk	28	\$11.41	General Supplies	Original	\$319.48
	folders (pocket)	62	\$4.11	General Supplies	Original	\$254.82
	Highlighters 1 per student 3-5	8	\$10.43	General Supplies	Original	\$83.44
	Expo Markers Black	20	\$8.06	General Supplies	Original	\$161.20

Acct Description	Description									
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>				
	Beginner Pencils K-1	32	\$6.56	General Supplies	Original	\$209.92				
	Scholastic Science SuperSTEM (Math, Science 4-5) print and digital	44	\$7.49	Instructional Materials	Original	\$329.56				
	Scholastic Storyworks (ELA 3-5) print and digital	64	\$8.75	Instructional Materials	Original	\$560.00				
	J&J Science Speed Bag	3	\$350.00	Instructional Materials	Original	\$1,050.00				
	Chart Paper	135	\$8.77	General Supplies	Original	\$1,183.95				
	Glue Sticks	25	\$21.42	General Supplies	Original	\$535.50				
	Spiral Notebooks	1545	\$2.17	General Supplies	Original	\$3,352.65				
	Scholastic News (ELA - K-2) print and digital	60	\$5.99	Instructional Materials	Original	\$359.40				
Out-of-system Tutors	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Provide extended Learning Opportunities through a Virtual Tutorial program during Thanksgiving Week Camp and Spring Break Camp provided by non-certified temp tutors for at-risk/struggling students	3	\$15.00	4	5.5	2	Non-Certified	Original	\$1,980.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	in grades 2nd - 5th grade in the areas of reading, writing, math and science.								
	Out-of-system non-certified temp tutors will work with at-risk/struggling students in grades K-2 in ELA, math and science through a push-in and/or pul-out model supporting teachers in increasing student engagement/time on task, and achievement through differentiation instruction. / Start date is August 2023	2	\$15.00	5	5.5	38	Non-Certified	Original	\$31,350.00
	Out of system temp tutor to provide support to Kindergarten students in need of additional support based on data, during the day in ELA and math - start date is August 2023	1	\$15.00	5	2.5	38	Non-Certified	Original	\$7,125.00
	Out of system temp tutors to attend professional development to provide effective support to students	5	\$15.00	1	5.5	2	Non-Certified	Original	\$825.00
	Out-of-system non-certified temp tutors will work with at-risk/struggling students in grades 3-5 in ELA, math and science through a push-in and/or pul-out model supporting teachers in increasing student engagement/time on task, and achievement through differentiation instruction. / Start date is August 2023	3	\$15.00	5	5.5	38	Non-Certified	Original	\$47,025.00

Acct Description	Description											
Charter bus	<b>Item</b>							<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	College tours for students in grades 3-5 to develop growth mind set and and exposure to real world experience beyond Indian Pines Elementary. (Bethune Cookman- FIA, and Keiser - tentative date is Feb. 24)							1	\$4,955.00	Original	\$4,955.00	
Tutorial	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Provide extended Learning Opportunities through a Virtual Tutorial program during Thanksgiving Week Camp and Spring Break Camp provided by certified tutors for at-risk/struggling students in grades 2nd - 5th grade in the areas of reading, writing, math and science.				1	\$37.00	4	5.5	2	Certified	Original	\$1,628.00
	Provide extended Learning Opportunities through a Tutorial program on Saturdays provided by certified tutors for at-risk/struggling students in grades 2nd - 5th grade in the areas of writing and science. Tentative start date is January 2024				4	\$37.00	1	4	4	Certified	Original	\$2,368.00
	Provide extended Learning Opportunities through a Tutorial program after school provided by certified tutors for at-risk/struggling students in grades 2nd - 5th grade in the areas of reading, writing, math and science. Tentative start date is January 2024				9	\$37.00	2	1.5	15	Certified	Original	\$14,985.00

## Action Step: Parent Engagement

Provide a cohesive and collaborative effort between parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **\$44,269.10**

Acct Description	Description					
Parent Liaison - Para Level	Support parent engagement and the home school connection, conduct parent trainings and positive student attendance rate for grades k-5.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	blue copy paper (reams) for school-home communication	200	\$4.97	General Supplies	Original	\$994.0
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Postage for school-home communication (535 students x 2 mailings = 1070)	1070	\$0.63	Original	\$674.1	

## 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: **\$96,287.34**

Acct Description	Description																								
Single School Culture Coordinator	SSCC will guide teacher practices and PD around data and needs of students as it relates to school wide goals and outcomes K-5 in all content areas.																								
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Chart paper</td> <td>5</td> <td>\$8.77</td> <td>General Supplies</td> <td>Original</td> <td>\$43.85</td> </tr> <tr> <td>Ink to print data reports (ink and various colors)</td> <td>16</td> <td>\$45.84</td> <td>Technology</td> <td>Original</td> <td>\$733.44</td> </tr> <tr> <td>Copy paper</td> <td>5</td> <td>\$44.61</td> <td>General Supplies</td> <td>Original</td> <td>\$223.05</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Chart paper	5	\$8.77	General Supplies	Original	\$43.85	Ink to print data reports (ink and various colors)	16	\$45.84	Technology	Original	\$733.44	Copy paper	5	\$44.61	General Supplies	Original	\$223.05
Item	Quantity	Rate	Supply Type	Type	Total																				
Chart paper	5	\$8.77	General Supplies	Original	\$43.85																				
Ink to print data reports (ink and various colors)	16	\$45.84	Technology	Original	\$733.44																				
Copy paper	5	\$44.61	General Supplies	Original	\$223.05																				

## 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.

## 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
Jill Robinson	Principal
Keymi Shannon	Assistant Principal
Marcia Stewart Thomas	Single School Culture Coordinator
Rony Oyuela	Business Partner
Briajah Gross	Parent
Amalia Nacius	Parent

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

Parents are invited and welcome to attend school sponsored parent meetings and trainings. Invitation for membership was sent to parent of all students and members of our SAC which includes staff members, parents and community members. SAC meetings are advertised via flyer invite, DOJO calendar, marquee and Parent Link. Members are part of the leadership team and are responsible for the organization and implementation of the Parent and Family Engagement Plan and School-Parent Compact. Involved parents are invited to be part of SAC and they are voted in as part of this group that represent the community the school serves.

**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 input meetings, parent training evaluations, parent surveys and feedback. We will have Title I Items as standing agenda item in every SAC meetings. Compliance evidence is submitted to Title I Dept. Stakeholders were invited to attend to provide feedback and input in the development of the FY24 CNA/SWP/PFEP. These meetings took place January 23, 2023 for the Staff meeting and January 24, 2023 for parent/community meeting. Stakeholder input was captured through the meeting Recording Template.

**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, Parent and Family Engagement input meetings, along with SAC agenda. School leadership prepared recommended parent engagement allocations to fund 3 trainings, a parent liaison and postage to support communication, and materials for parent meetings. SSCC, resource teachers and classroom supplies were decided to have funding from Title I.

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?

October 2023 6:00 pm Media Center

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

Website Marquee Class Dojo IPES Calendar Parent Link

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

PowerPoint Presentation Copies of FY23 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

Part 1 - Parent Engagement and Effective Communication Skills

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

Understanding diverse cultures, as presented by Multicultural Department. Developing a positive relationship with parents.

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

Increase parent participation and engagement in after hour events and parent trainings. Informal positive school feedback by parents and community members.

- What will teachers submit as evidence of implementation?

Parent communication logs, SEQ and event attendance sheets.

- Month of Training

September 2023, as well as monthly trainings during faculty meetings.

- Responsible Person(s)

Jill Robinson, Keymi Shannon, Gabriela Baez

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Part 2 - Parent Engagement and Effective Communication Skills

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

Best practices for making positive contact with parents to make it a manageable, sustainable routine.

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

A positive school culture and climate.

- What will teachers submit as evidence of implementation?

Parent communication logs, SEQ and event attendance sheets.

- Month of Training

January 2023, as well as monthly trainings during faculty meetings.

- Responsible Person(s)

Jill Robinson, Keymi Shannon, Gabriela Baez

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## 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

Understanding Student Report Cards

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

Understanding state standards, reading the report cards, understanding the progress monitoring reports.

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

Activities that will support their child with foundational skills in ELA and Math.

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

Parent will take ownership in the learning process and ensure that students come to school ready to learn.

- Date of Training

October 2023

- Responsible Person(s)

Jill Robinson, Keymi Shannon

- Resources and Materials

State standards, sample report cards, sample PM reports

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

## 2. Reflection/Evaluation of Training #1

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Social and Emotional Learning for Parents

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

Parents will learn how to encourage emotionally intelligent behaviors and navigate child-peer relationships, working effectively with others, solving difficult problems and making responsible decisions.

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

Interactive and scenario based.

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

Improve culture and climate within the community, as well as decrease in IPES and school discipline referrals which will have a positive impact on student achievement.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Jill Robinson, Keymi Shannon

- **Resources and Materials**

Interactive Scenarios



- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

#### 4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Defeating the Summer Slide

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

Parents will learn strategies for how to prevent learning loss over the summer break.

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

How to utilize summer learning resources.

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

Minimize the student summer learning loss.

- Date of Training

April 2024

- **Responsible Person(s)**

Jill Robinson, Keymi Shannon

- **Resources and Materials**

Summer Resources

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

0

## 6. Reflection/Evaluation of Training #3

- **Name of Training**

TBD

- **Number of Participants**

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

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 and brochures or flyers 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 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 reports cards, assessment results. Parent teacher conference notes and examples of letters sent home.

- Description

The school will inform stakeholders by 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.

- Description

Indian Pines will offer meetings and workshops some 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.

## 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 will be made available to parents in need of sign language support.

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

Supporting evidence will include: ASL interpreter schedules, SAC agendas and CLF schedules; Photo of handicap parking, ramp, elevator - accessible building and ADA compliance.

- **Description**

The school contact will work with migrant families to identify barriers to participation and provide services or referrals to ensure parents are afforded every opportunity to participate in the educational process with their student. Home visits will be conducted as needed and the school will coordinate with the migrant specialist or administrator for additional support.

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

Documentation of parent communication with families in need and support available to them, such as information on migrant flyers (brochure of services, Annual Meeting Presentation, log of resources provided) .

- **Description**

Parent meeting times are flexible based on parents needs. Arrangements will be made, if needed, to meet with families at a time that is convenient for them. We also provide student uniforms and schools supplies to support parents/students in need. Our Community Resource Person will also assist by building parent relationships and offering resources and support as needed. We will also coordinate with the McKinney-Vento contact in regards to any additional support services that may be seen as a need.

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

Documentation of parent communication concerning this need for homeless support. Any available informations shared with families (flyers of services, Annual Meeting Presentation, log of resources provided, Student Housing Questionnaire).

## **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/community meetings that are guided by the Skills for Learning and Life lessons. Students are encouraged to share their experiences, concerns and questions through open dialogue with their teacher and classmates prior to the start of the instructional day. Teachers are also encouraged to adapt the lessons as needed to meet their individual class socioemotional needs. We use the school-wide reward system ClassDojo to award students points based on school-wide SOAR expectations. ClassDojo is an online behavior tracking system that teachers can use to encourage students for any skill or value, 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 soaring" ticket for being caught on task. The tickets are then raffled for a prize. All grade levels also participate in Fun Fridays which are every other week. Students earn the opportunity to join an activity of their choice to reward their 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 consists of representation from admin., guidance, and resource teachers as needed in ELL/ESE/SAI and the classroom teacher. 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. Our support team also specifically supports third grade iii to ensure that we are offered tiered intervention in small groups.

## 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. 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. Teachers participate in Professional Learning Communities with administrative participation 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. Common planning sessions are facilitated by team leaders with instructional planning around standards based instruction on a bi-weekly basis. 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. 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. Enrichment activities include project based learning and novel study. Tutorial sessions take place twice per week (January until May) and will focus on remedial instruction in reading and math. Teachers connect classroom instruction to real-world application by utilizing technology, AVID strategies and project based learning. 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 AVID strategies (Advancement Via Individual Determination) to our students. We implement a college and career readiness program that focuses on changing the academic mindset to preparing now for academic success later. This implementation builds student advocacy, organizational skills, study skills, and college awareness. As a campus K-5 we are focusing on being college and career ready. This is evident from the college pennants that adorn the walls campus wide to teachers wearing a college shirt on Fridays, with the goal of implementing that mindset from the day students enter kindergarten. The guidance counselors ensure that students are afforded the opportunity to learn about being college and career readiness through their curriculum and instruction. Grades 3-5 participate in in-person tours with select staff members with an opportunity to visit public and private Florida Colleges and Universities. Teachers will 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 Kindergartners
- 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

Teachers 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. We are partnering with Jennifer Moore of Moore Well Being, to offer our staff with ongoing support on effective communication to improve our relationships with each other, families and students.

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- Job Fairs

### Retention:

- Orientation

- 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
- 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 in Indeed, as well as shared through the District. Each year the school participates in the district Job Fair and conducts interviews for vacancies if applicable. Substitute teachers and Academic Tutors participate in PLCs to support their professional development and are provided support. 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. Finally, we give our teachers opportunities to make extra part time pay by participating in tutoring.