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

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# ELA

## 1. List prioritized needs statements.

Based upon the the most recent data analysis, our prioritized needs are #1) increasing ELA gains in SWD subgroup, #2) Increasing overall ELA proficiency in 3rd-5th grade, and #3) strengthening ELA skills in K-2nd grade. CHECKPOINT #3 DATA from PM2 and FSQs and USAs. KG Grade: 32% proficiency in ELA 1st Grade: 40% proficiency in ELA 2nd Grade: 33% proficiency in ELA 3rd Grade: 24% proficiency in ELA 4th Grade: 28% proficiency in ELA 5th Grade: 29% proficiency in ELA

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

- Students reading below grade level in primary grades (K-2nd). - Foundational reading gaps that exist for students in phonics, decoding strategies, vocabulary development in 2nd-5th grades. - English proficiency is a barrier for ELL students. - Students struggle with comprehending text due to limited vocabulary or background knowledge. - Teachers struggle to provide students with Tier 1 interventions due to the number of students performing below grade level. - Parents are limited on the literacy strategies they can use to support learning at home

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

- Offer relevant parent trainings throughout the academic year to support literacy at home. - Provide opportunities for students to use hands-on experiences through field trips. - Create opportunities for teachers to participate in "Make and Takes" or "Lunch and Learns" to improve student ELA rotations/tasks. - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents. - Teacher to provide small group on foundational needs and secondary standards for students in intermediate grades. - 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. - Provide PD to train teachers to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction, interventions for small groups, collaborative planning, conferences, and train teachers to utilize engagement strategies. -Provide additional staff to support interventions in a small group setting -Provide additional staff to support teachers in the implementation of interventions, PD, training - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (field trips, compositions books, workbooks, whiteboards)

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

- **Communication**

The school will strengthen the PFEP by sharing important school events and updates through ClassDojo, Parent Link, school marquee, monthly parent newsletter and sending home parent letters in a timely manner using communication folders. Additionally, teachers and staff will participate in in-person parent conferences and sending home assessment and academic grades routinely. We strive to ensure families receive timely and effective on-going communication to strengthen their engagement with their child's education.

- **Parent Training**

K-5 Literacy Night: Offer parent training 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. We noticed that parents enjoy parent trainings and resources shared with them. We will continue to provide opportunities to build parent capacity and share resources/strategies for them to support learning at home.

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

- **School**

Indian Pines Elementary will incorporate school events and parent trainings to support families and students. The school will create activities and resources for families to use at home to help students build their reading skills and build a home library. Through Make & Takes provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension).

- **Students**

The students at Indian Pines Elementary will commit to completing classwork assignments and homework, follow school expectations, daily use of reading journals and ensure that report cards, data sheets and assessment information are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- Parents

The parents and families of students will attend parent trainings offered, support students with completing homework, ensure their child reads daily, check the students backpack regularly, make sure their child is ready to learn each day, participate in parent conferences and meetings. Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

- Staff Training

Team collaborative planning on effective tier 1 instruction and best teaching practices. Continue to build teacher's capacity/strategies to work with families and share information of resources/activities parents can use at home (Make & Take)

- Accessibility

- Provide resources for all families (LEP, Disabled, Migrant, Homeless) - CLFs - Community and District Support Staff (multicultural partnership, 21st CCLC, etc) We will continue to work on sharing information/resources/trainings in different languages to support parent engagement.

## Math

### 1. List prioritized needs statements.

Based upon the the most recent data analysis, our prioritized needs are #1) increasing math proficiency in 4th grade, #2) Increasing learning gains in SWD in 3rd-5th grade, and #3) strengthening math skills in K-2nd grade. CHECKPOINT #3 DATA from PM2 and FSQs and USAs: KG Grade: 37% proficiency in Math 1st Grade: 53% proficiency in Math 2nd Grade: 38% proficiency in Math 3rd Grade: 34% proficiency in Math 4th Grade: 13% proficiency in Math 5th Grade: 33% proficiency in Math 6th Grade: 87% proficiency in Math

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

- Math fluency and mental math skills - Foundational gaps that exist for students in intermediate grades (3rd-5th). - English proficiency is a barrier for ELL students. - Understanding and solving word problems. - Students struggle with solving multi-step real world problems. - Teachers struggle with incorporating additional math interventions due to time. - Parents are limited on the literacy strategies they can use to support learning at home

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

- Intentional and strategic small group lessons. - Incorporate songs and videos through homework to help students remember math concepts. - Consistent use of math manipulatives, journals and scratch paper in the classroom. - Offer parent trainings throughout the academic year to support math skills at home. - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Reflex Math, IXL, iReady, etc) - Teacher to provide math interventions consistently. - Provide opportunities for professional development for all teachers to support instruction. - 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

The school will strengthen the PFEP by sharing important school events and updates through ClassDojo, Parent Link, school marquee, monthly parent newsletter and sending home parent letters in a timely manner using communication folders. Additionally, teachers and staff will participate in in-person parent conferences and sending home assessment and academic grades routinely. We strive to ensure families receive timely and effective on-going communication to strengthen their engagement with their child's education.

- Parent Training

K-5 Math/Science Night: Offer parent training and resources on how to help their child with real world math at home. Provide materials and resources for parents to use at home to support foundational math skills (math fluency, fractions, shapes, measurement). Display grade level expectations and have student samples. We noticed that parents enjoy parent trainings and resources shared with them. We will continue to provide opportunities to build parent capacity and share resources/strategies for them to support learning at home.

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

- School

Indian Pines Elementary will incorporate school events and parent trainings to support families and students. The school will create activities and resources for families to use at home to help students build their math skills. Through Make & Takes provide activities and resources for families to use at home supporting foundational skills (math fluency - adding, subtracting, multiplication, division).

- **Students**

The students at Indian Pines Elementary will commit to completing classwork assignments and homework, follow school expectations, daily use of math journals and ensure that report cards, data sheets and assessment information are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (math fluency - adding, subtracting, multiplication, division).

- **Parents**

The parents and families of students will attend parent trainings offered, support students with completing homework, ensure their child reads daily, check the students backpack regularly, make sure their child is ready to learn each day, participate in parent conferences and meetings. Use activities at home with student that were shared during parent workshops focusing on foundational skills(math fluency - adding, subtracting, multiplication, division).

- **Staff Training**

Team collaborative planning on effective tier 1 math instruction and best teaching practices and the use of math manipulatives. Continue to build teacher's capacity/strategies to work with families and share information of resources/activities parents can use at home (Make & Take)

- **Accessibility**

- Provide resources for all families (LEP, Disabled, Migrant, Homeless) - CLFs - Community and District Support Staff (multicultural partnership, 21st CCLC, etc) We will continue to work on sharing information/resources/trainings in different languages to support parent engagement.

## **Science**

### **1. List prioritized needs statements.**

Based upon the the most recent data analysis, our prioritized needs are increasing science proficiency in 5th grade. CHECKPOINT #3 DATA: 5th Grade: 18% proficiency in Science We will focus on SWD students to improve their achievement.

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

- Students have limited knowledge of science content until 5th grade. - ELA proficiency impacts science performance. - Students need support in background knowledge as it pertains to science concepts. - Gaps in science concepts due to limited time focused on science instruction - English proficiency and vocabulary is a barrier for ELL students. - Students struggle with comprehending text and science concepts. - Lack of hands-on experience practicing science concepts. - K-4th grade teachers struggle implementing science standards and concepts due to time. - Parents are limited on the literacy strategies they can use 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 through field trips. Incorporate songs and videos to help students remember science concepts. Increase the use of hands-on/experiments in the classroom and at home Provide opportunities for professional development for all teachers to support instruction. Provide opportunities for extended learning (tutorial program after school, during the day, Saturdays, etc) to support student learning and increase achievement. Provide PD to train teachers to teach a systematic approach to secondary standards instruction, train teachers to understand the curriculum to provide explicit instruction, interventions for small groups, collaborative planning, conferences, and train teachers to utilize engagement strategies. Provide additional staff to support interventions in a small group setting Provide additional staff to support teachers in the implementation of interventions, PD, training Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (field trips, manipulatives, workbooks, whiteboards) Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Penda)

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

### • Communication

The school will strengthen the PFEP by sharing important school events and updates through ClassDojo, Parent Link, school marquee, and sending home parent letters in a timely manner using communication folders. Additionally, teachers and staff will participate in in-person parent conferences and sending home assessment and academic grades routinely. We strive to ensure families receive timely and effective on-going communication to strengthen their engagement with their child's education.

- **Parent Training**

K-5 Math/Science Night: Offer parent training and resources on how to help their child with science skills. Provide materials and resources for parents to use at home to support foundational science content. Display grade level expectations and have student samples. We noticed that parents enjoy parent trainings and resources shared with them. We will continue to provide opportunities to build parent capacity and share resources/strategies for them to support learning at home.

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

- **School**

Indian Pines Elementary will incorporate school events and parent trainings to support families and students. The school will create activities and resources for families to use at home to help students build their science skills. Through Make & Takes provide activities and resources for families to use at home supporting foundational skills (science vocabulary, scientific process, fairgame standards).

- **Students**

The students at Indian Pines Elementary will commit to completing classwork assignments and homework, follow school expectations, daily use of science journals and ensure that report cards, data sheets and assessment information are taken home and shown to parents. Practice activities and strategies at home that support foundational skills (science vocabulary, scientific process, fairgame standards).

- **Parents**

The parents and families of students will attend parent trainings offered, support students with completing homework, ensure their child reads daily, check the students backpack regularly, make sure their child is ready to learn each day, participate in parent conferences and meetings. Use activities at home with student that were shared during parent workshops focusing on foundational skills (science vocabulary, scientific process, fairgame standards).

- **Staff Training**

Team collaborative planning on effective fair game science instruction through literacy and best teaching practices and the use of hands-on science activities. Continue to build teacher's capacity/strategies to work with families and share information of resources/activities parents can use at home (Make & Take)

- Accessibility

- Provide resources for all families (LEP, Disabled, Migrant, Homeless) - CLF and ASL Interpreters - Community and District Support Staff (multicultural partnership, 21st CCLC, etc) We will continue to work on sharing information/resources/trainings in different languages to support parent 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: \$143,766.66**

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 2025	2	\$15.00	5	6	36	Non-Certified	Original	\$32,400.00
	Out-of-System Non-Certified Temp Tutors will work with at-risk/struggling students in grades K-2 in ELA and Math through a push-in and/or pull-out model supporting teachers in increasing student	2	\$15.00	5	6	36	Non-Certified	Original	\$32,400.00

Acct Description	Description									
	<b>Item</b> engagement/time on task, and achievement through differentiated instruction. / Start date is August 2025	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>		<b>Total</b>		
	Highlighters to support student learning	56	\$4.27	General Supplies		Original		\$239.12		
	Spiral Notebooks to support student learning	1	\$1,411.02	General Supplies		Original		\$1,411.02		
	Post It Notes to support student learning	56	\$5.29	General Supplies		Original		\$296.24		
	Copy Paper to support delivery of instruction and student learning	84	\$34.69	General Supplies		Original		\$2,913.96		
	Pencils to support student learning	252	\$2.91	General Supplies		Original		\$733.32		
	Adjustment - benefits credit and final allocation	1	\$3,437.00	General Supplies		Other		\$3,437.00		
	BT 517161 (Increased)- Copy paper	1	\$37.66	General Supplies		Budget Transfer		\$37.66		
	BT 517161- Ink all colors to support delivery of instruction	1	\$800.00	Technology		Budget Transfer		\$800.00		

Acct Description	Description																													
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 217 1010 293">Item</th> <th data-bbox="1010 217 1167 293">Quantity</th> <th data-bbox="1167 217 1285 293">Rate</th> <th data-bbox="1285 217 1386 293">Days</th> <th data-bbox="1386 217 1499 293">Hours</th> <th data-bbox="1499 217 1621 293">Weeks</th> <th data-bbox="1621 217 1768 293">Certified</th> <th data-bbox="1768 217 1900 293">Type</th> <th data-bbox="1900 217 2020 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 293 1010 610">Certified teachers will provide support to students in grades 3-5 (bubble students based on needs) to remediate and strengthen classroom concepts in all content areas, through an after school tutorial program. / Tentative start date is January 2026</td> <td data-bbox="1010 293 1167 610">4</td> <td data-bbox="1167 293 1285 610">\$37.00</td> <td data-bbox="1285 293 1386 610">2</td> <td data-bbox="1386 293 1499 610">1.25</td> <td data-bbox="1499 293 1621 610">12</td> <td data-bbox="1621 293 1768 610">Certified</td> <td data-bbox="1768 293 1900 610">Original</td> <td data-bbox="1900 293 2020 610">\$4,440.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teachers will provide support to students in grades 3-5 (bubble students based on needs) to remediate and strengthen classroom concepts in all content areas, through an after school tutorial program. / Tentative start date is January 2026	4	\$37.00	2	1.25	12	Certified	Original	\$4,440.00											
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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.																													
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 818 1375 894">Item</th> <th data-bbox="1375 818 1543 894">Quantity</th> <th data-bbox="1543 818 1711 894">Rate</th> <th data-bbox="1711 818 1892 894">Type</th> <th data-bbox="1892 818 2020 894">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 894 1375 1008">iReady Toolbox to reinforce ELA standards for students in grades K-5 / School site license</td> <td data-bbox="1375 894 1543 1008">1</td> <td data-bbox="1543 894 1711 1008">\$3,468.00</td> <td data-bbox="1711 894 1892 1008">Original</td> <td data-bbox="1892 894 2020 1008">\$3,468.00</td> </tr> <tr> <td data-bbox="422 1008 1375 1084">Reflex Math to reinforce math standards for students in grades K-5</td> <td data-bbox="1375 1008 1543 1084">1</td> <td data-bbox="1543 1008 1711 1084">\$3,295.00</td> <td data-bbox="1711 1008 1892 1084">Original</td> <td data-bbox="1892 1008 2020 1084">\$3,295.00</td> </tr> <tr> <td data-bbox="422 1084 1375 1198">BT 517161- Removed iReady Toolbox and Reflex Math</td> <td data-bbox="1375 1084 1543 1198">-1</td> <td data-bbox="1543 1084 1711 1198">\$6,763.00</td> <td data-bbox="1711 1084 1892 1198">Budget Transfer</td> <td data-bbox="1892 1084 2020 1198">-\$6,763.00</td> </tr> <tr> <td data-bbox="422 1198 1375 1347">BT 517161 (Added) - Scholastic Literacy Pro- To support reading in and out of school by providing access to books and support small group instruction.</td> <td data-bbox="1375 1198 1543 1347">1</td> <td data-bbox="1543 1198 1711 1347">\$4,175.34</td> <td data-bbox="1711 1198 1892 1347">Budget Transfer</td> <td data-bbox="1892 1198 2020 1347">\$4,175.34</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	iReady Toolbox to reinforce ELA standards for students in grades K-5 / School site license	1	\$3,468.00	Original	\$3,468.00	Reflex Math to reinforce math standards for students in grades K-5	1	\$3,295.00	Original	\$3,295.00	BT 517161- Removed iReady Toolbox and Reflex Math	-1	\$6,763.00	Budget Transfer	-\$6,763.00	BT 517161 (Added) - Scholastic Literacy Pro- To support reading in and out of school by providing access to books and support small group instruction.	1	\$4,175.34	Budget Transfer	\$4,175.34				
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BT 517161- Removed iReady Toolbox and Reflex Math	-1	\$6,763.00	Budget Transfer	-\$6,763.00																										
BT 517161 (Added) - Scholastic Literacy Pro- To support reading in and out of school by providing access to books and support small group instruction.	1	\$4,175.34	Budget Transfer	\$4,175.34																										

## Action Step: Professional Learning

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

**Budget Total: \$153,773.00**

Acct Description	Description									
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="449 440 1465 516">Item</th> <th data-bbox="1465 440 1612 516">Quantity</th> <th data-bbox="1612 440 1772 516">Rate</th> <th data-bbox="1772 440 1902 516">Type</th> <th data-bbox="1902 440 2022 516">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="449 867 1465 943">Item</th> <th data-bbox="1465 867 1612 943">Quantity</th> <th data-bbox="1612 867 1772 943">Rate</th> <th data-bbox="1772 867 1902 943">Type</th> <th data-bbox="1902 867 2022 943">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
Single School Culture Coordinator	The 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) and positive youth development (PLCs, PLDs, coaching, modeling, observation, and feedback). (226 days)									
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 learning to increase student achievement.									

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	BT 517161- Ink all colors to support PLCs and collaborative Planning	1	\$800.00	Technology	Budget Transfer	\$800.00

## 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: \$3,784.84**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Markers for parent trainings/meetings	1	\$168.01	General Supplies	Original	\$168.01
	Chart Paper for parent trainings/meetings	4	\$34.64	General Supplies	Original	\$138.56
	File Folders for parent trainings/meetings	5	\$17.67	General Supplies	Original	\$88.35
	Pens, blue for parent trainings/meetings	1	\$62.39	General Supplies	Original	\$62.39

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Pens, black for parent trainings/meetings	1	\$62.39	General Supplies	Original	\$62.39
	Agendas for 4-5 to support school-home communication	1	\$522.05	General Supplies	Original	\$522.05
	Color Paper to support parent engagement and school-home communication	30	\$9.01	General Supplies	Original	\$270.30
	Copy Paper to support parent engagement and school-home communication	5	\$34.69	General Supplies	Original	\$173.45
	All Pro Dad materials for parent trainings to support parent engagement	1	\$500.00	Program Supplies	Original	\$500.00
	Crayons for parent trainings	101	\$1.24	General Supplies	Original	\$125.24
FFE; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Organizer on wheels for All Pro Dad to support fathers' engagement	1	\$100.00	Original	\$100.00	
	Chart Paper Holder/Fixture for parent trainings/meetings	2	\$64.39	Original	\$128.78	
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Smore's subscription to support school-home communication	2	\$179.00	Original	\$358.00	

Acct Description	Description				
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Postage to mail postcards information to families regarding events to support parent engagement (533 × 3 times a year - 1,599)	1599	\$0.68	Original	\$1,087.3

## Mission Statement

### 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 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

Name	Title
Mrs. Robinson	Principal
Mrs. Stewart Thomas	Single School Culture Coordinator
Mr. Oyuela	Community Business Partner
Ms. Gross	Parent
Ms. Wright	Parent
Ms. Romain	Community Partner
Ms. Gonzalez	Parent
Ms. Hornedo	Parent

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

Parents and community stakeholders are invited to attend school sponsored meetings and trainings throughout the year. 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 was solicited through in-person SAC meetings, Parent and Family Engagement meetings, parent surveys and feedback. We have Title I items as a standing agenda item in every SAC meeting. Stakeholders were invited to attend to provide feedback and input in the development of the CNA/SWP/PFEP. The Leadership Meeting took place January 13, 2025 and then the Staff Meeting took place January 22, 2025. During the Stakeholder meeting on February 12, 2025 at 8:00am, parents were provided the opportunity to review current data and make informed statements regarding school improvement ideas. The meeting date was shared with stakeholders via School Calendar, Parent Links and ClassDojo announcements. Stakeholder feedback and input was captured in the Recording Template. Parents were able to review school data, discuss school and student need to improve instruction outcomes for the development of the FY26 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 gathered regarding Title I funding and how it will be used to support our students and school. SAC meetings, Annual Title 1 Meeting and Parent and Family Engagement input meetings are held throughout the year to review funding and how and where it is being used. 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, a resource teacher, technology resources for students, classroom supplies and materials for tutorial programs.

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

## Annual Parent Meeting

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

September 16th, 2025 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 notified through Parent Link, Class Dojo message, and informational flyer sent home with students.

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

Resources prepared for the Annual Meeting will be a PowerPoint Presentation, copies of FY26 PFEP in all languages, copies of School-Parent Compact in all languages, sign-in sheets, Smart Panel, paper and pens, and parent survey.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

School-Home Communication through Class Dojo

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

Teachers and staff will be trained on how to use Class Dojo to communicate with parents to increase parent engagement and student success.

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

The expected impact is to improve school-home communication to make parents aware of student academics progress and parent understanding of how to help their child improve at home. The expected outcome would be to have improved student reading proficiency in all areas.

- What will teachers submit as evidence of implementation?

Screenshots of Class Dojo communication with families.

- **Month of Training**

September 2025

- **Responsible Person(s)**

Admin, Resource and Team Leaders

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

- **Name of Training**

Hands On Math & Science

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

Staff will learn how to incorporate hands-on activities and manipulatives to use during math and science lessons. Staff will be trained on different types of resources and how to plan student tasks using manipulatives. For example, base ten blocks, fraction bars, counters, etc. Staff will then provide families with opportunities to use the manipulatives at home to build math and science skills.

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

The expected impact is improved student achievement in math and science data. Students will have increased their understanding of lessons taught and evident on assessments.

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

Conference notes stating the activities and resources shared with families, pictures sharing resources, sample of take home baggies/folder of resources parents can use at home.

- Month of Training

January

- Responsible Person(s)

Admin, Resource and Team Leads

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

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

As part of Curriculum Night, parents will be presented with a general overview of the specific grade level expectations for each grade and subject area. This will help parents better understand what their children are learning and how they can best support them at home. They will also get information on the grade level expectations for the end of the year and academic goals.

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

Parents will be given materials and resources to make and take home specific to their child's grade, books and supplies as needed. Parents in K-2 will have the opportunity to use a high-frequency activity during the training to help their child at home to meet grade level standards. Parents in 3-5 will have the opportunity to use a math fluency activity during the training to help their child at home to meet grade level standards.

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

The expected impact of this training on student achievement is that parents will have a clear understanding of the goals and requirements needed for their child to meet proficiency. This will increase the understanding of academic goals and how to support at home.

- Date of Training

September 2025

- Responsible Person(s)

Academic Team

- Resources and Materials

PowerPoint Presentation, Grade-Level specific resources, supplies, paper

- Amount (e.g. \$10.00)

N/A

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Annual Family Fest

- 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 child's reading and math skills through a conference style parent event. Families will learn about academic content and activities to do at home using provided 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 reading learning.

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

The expected impact is that students and families will learn and practice tasks to support foundational gaps in reading and math. Families will be able to support academic learning at home. Student achievement will increase as a result of the implementation of this event.

- Date of Training

January 2026

- Responsible Person(s)

Admin Team, Team Leaders, Grade Level Teams

- Resources and Materials

Learning resources, math manipulatives, reading strategies, vocabulary words, index cards, paper, supplies.

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Math and Science Night

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

K-5 parents will learn about Fairgame Science Standards in their grade level and math skills to practice at home. Parents and families will learn about the relevant math and science standards applicable to the grade. Families will engage on hands-on activities based on the tasks created by each team.

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

Parents in grades K-5 will have an opportunity to use Math and Science activities during the training to help their child at home to meet grade level standards.

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

The expected impact is that students and their families will become more knowledgeable of the math and science expectations. Students will show an increase in math and science proficiency on their assessments.

- Date of Training

March 2026

- Responsible Person(s)

Admin Team, Team Leaders, Grade Level Teams

- Resources and Materials

Math and science experiment materials

- Amount (e.g. \$10.00)

N/A

# Coordination and Integration

## 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 support with translation services and strategies parents can use at home to support our families Creole Dual Language program. They also send support staff to provide parent trainings for all students as well as dual language parents.

- 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

Roots and Wings

- Describe how agency/organization supports families.

This agency support our Tutorial program for 2nd grade and 3rd grade students. This program is offered free to parents in order to help the academic needs of their children. The organization also donates food/gifts throughout the holiday season.

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

Communication and support of events school-wide recognition. Thank you notes. Notifications of planning and sharing data through email.

- Frequency

As needed throughout the year

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

- Name of Agency

Red Apple Supplies

- Describe how agency/organization supports families.

Provides book bags, materials and school supplies to assist families and students that need additional supplies throughout the year.

- 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

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: Hosting the Title I Annual Meeting, SAC Meetings, Parent flyers, Class Dojo announcements, Parent Link messages, Monthly Parent Newsletter and Indian Pines Elementary School website.

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

Parent Link messages/emails, flyers sent home, Class Dojo announcements, parent-teacher conference notes.

- **Description**

The school will inform parents of the curriculum and proficiency levels through SAC meetings, Curriculum Night, parent-teacher conferences, progress reports, report cards, and parent events. The presentation used for "Open House/Curriculum Night" will contain curriculum information and expectations. Reports on literacy and math progress will be shared with families monthly.

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

Flyers sent home with students to notify families of upcoming events. Parent teacher conference notes, curriculum night presentation/handouts, meeting agendas/sign-in sheets, conference notes.

- Description

The school will inform parents of academic assessments through SAC meetings, PM3 parent night, parent-teacher conferences, parent events, and parent letters with assessment updates.

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

The school will share student progress through progress reports, report cards, and assessment results. Other evidences include: 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.

Invitations, agendas, notes and parent surveys 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

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 to support families with translations.

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

Supporting evidence will include: CLF schedules, photos of translation occurring at meetings, SAC agendas, flyers sent home in 3 languages, PFEP Summaries and Compact in all languages.

• Description

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.

Photo of handicap parking, ramp, elevator accessible building and ADA compliance. Photo of staff providing support for parents who may have a disability, sign-in sheets, notes when support was provided during IEP meetings, 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**

### **1. Activity #1**

#### **Activity #1**

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

# Building Non-Academic Skills

## 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 Resiliency program. Certificates are provided to students who are recognized as the Resiliency 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. 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. This year we are also incorporating the House System in our school to build student leaders and opportunities for students to voice their ideas and take a leading role in monthly activities.

## SBT/MTSS Implementation

## 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 throughout the year.

## Provision of a Well-Rounded Education

## 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. We also incorporate routine data review to ensure that academic growth is evident based on student performance.

## Post-Secondary Opportunities and Workforce Readiness

## 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. This year we are also using the House System to build student leaders in our fifth graders to prepare them to be successful in their future.

## Transition From Early Childhood to Elementary School

## 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. The ChildFind Program is also located on our school campus, which supports families in preparing their child to receive additional services as needed when beginning kindergarten.

## Professional Development

## 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. PLCs also imbed professional development for teachers as needed based on classroom walkthroughs.

## Recruitment and Retention of Effective Educators

## 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. Our new teachers participate in ESP.