Title I Comprehensive Schoolwide Plan

INDIAN PINES ELEMENTARY SCHOOL (1861)

ELA

1. List prioritized needs statements.

Based upon the the most recent data analysis, our prioritized needs are: - to target foundational literacy skills in primary grades. - strengthen students academic vocabulary and background knowledge. - improve students comprehension skills in 2nd through 5th grade. DATA: August 2025 January 2026 KG Grade: 28.8% 32.4% proficiency in ELA 1st Grade: 16.7% 31.3% proficiency in ELA 2nd Grade: 14.1% 31.0% proficiency in ELA 3rd Grade: 57.8% 39.5% proficiency in ELA 4th Grade: 32.7% 33.3% proficiency in ELA 5th Grade: 35.5% 36.7% proficiency in ELA

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

- English proficiency is a barrier for ELL students. - Students not reading on grade level _ Students lack foundational skills (sight words, phonics, phonological awareness, decoding strategies, vocabulary development) - Lack of reading stamina and love of reading is not developed - Lack of ability to think critically - Limited support from home. Parents are limited on the literacy strategies or resources they can use to support learning at home. - Gaps in students learning and needs for additional interventions. - 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

3. Share possible solutions that address the root causes.

- Increase parental involvement. - Use of visual aids and manipulatives. - Allow for more opportunities for student discussions and dialogue during the reading block. - Build academic stamina through reading text/books. - Use of resource teachers and academic tutors for small group support for differentiated instruction. - Provide opportunities for extended learning (tutorial) to support student learning. - Provide PD to train teachers a systematic approach to phonics instruction, interventions for small groups, and utilize engagement strategies. - 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, manipulatives) -Provide additional staff to support interventions through a push-in and/or pull-out program in a small group setting through the use of resource teachers, tutors, etc.) - Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents (i.e. Literacy Pro, iReady) - Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focused on foundational skills

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

• Communication

The school with strengthen home and school communication by sharing important school events and updates through ClassDojo, Parent Link, school marquee, monthly parent newsletter and sending home informational letters in a timely manner using communication folders. Additionally, teachers and staff will participate in in-person parent conferences and send home assessment and academic grades routinely. -Work on conducting effective parent-teacher conferences and more frequently to share student progress with parents and share strategies to support learning at home to improve student achievement.

• Parent Training

K-5 Parent Fest: 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.

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.

• 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.

• 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.

• Staff Training

- Train teachers on resources and strategies to teach parents to use at home with their child.

• 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 to increase overall math proficiency, increase learning gains in SWD in 3rd-5th grade, and strengthening mental math skills and fact fluency in K-2nd grade. DATA: August 2025 January 2026 KG Grade: 36.1% 50.0% proficiency in math 1st Grade: 16.7% 52.2% proficiency in math 2nd Grade: 34.1% 45.2% proficiency in math 3rd Grade: 44.8% 50.6% proficiency in math 4th Grade: 50.0% 42.3% proficiency in math 5th Grade: 31.6% 42.7% proficiency in math

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

- Foundational gaps with math fluency and math facts. - Students struggle with reading and solving multi-step real world problems. - Teachers struggle with incorporating additional math interventions due to time. - Teachers struggle with incorporating visual aids and math manipulatives into daily lessons. - Parents are limited on their understanding of the math curriculum and strategies they can use to support learning at home. - Lack of fundamental skills (additional, subtraction, multiplication, and division facts) - Lack of ability to think critically and word problems and apply operations appropriately - Lack of teacher knowledge of the math standards - 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

3. Share possible solutions that address the root causes.

- Intentional and strategic small group lessons. - 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. - 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) to support student learning and increase achievement. - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources (compositions books, workbooks, whiteboards, manipulatives) -Provide additional staff to support interventions through a push-in and/or pull-out program in a small group setting through the use of resource teachers, tutors, etc.)

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

• Communication

The school with 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. -Work on conducting effective parent-teacher conferences and more frequently to share student progress with parents and share strategies to support learning at home to improve student achievement.

• 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.

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.

• 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.

• 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.

• Staff Training

Train staff on utilizing visual aids and math manipulatives into daily lessons and then provide strategies and resources to parents for at home use and support learning at home. Train teachers on how to share FAST online resources with families for at home use and support learning at home.

• Accessibility

- Provide resources for all families (LEP, Disabled, Migrant, Homeless) - CLFs - Community and District Support Staff (multicultural partnership, 21st CCLC, etc)

Science

1. List prioritized needs statements.

Based upon the the most recent data analysis, our prioritized needs are increasing science proficiency in 5th grade. Also, teach science lessons in K-4th, targeting fairgame standards. DATA: August 2025 January 2026 5th Grade 31.6% 24.1% proficiency in science

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. - English proficiency and vocabulary is a barrier for ELL and SWD students. - K-4th grade teachers struggle implementing science standards and concepts due to time. - Lack of vocabulary skills - Missing fair game benchmarks in lower grades - Lack of ELA skills needed to take FAST science - Not enough exposure in primary grades due to scheduling - Prior Knowledge - Lack of reading stamina and the understanding of science vocabulary - Lack of ability to think critically - Lack of teacher knowledge of the science standards - Lack of time and personnel to provide additional interventions for students - Lack of parent capacity to support learning at home

3. Share possible solutions that address the root causes.

- Explicitly teach science in each grade and implement one hands-on project at least once a trimester. - Provide opportunities for students to engage in experiences through field trips. - Incorporate songs and videos to help students remember science concepts. - Provide opportunities for professional development for all teachers to support instruction. - Provide opportunities for extended learning (tutorial program) to support student learning and increase achievement. - 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. - 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, manipulatives) -Provide additional staff to support interventions through a push-in and/or pull-out program in a small group setting through the use of resource teachers, tutors, etc.)

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. -Work on conducting effective parent-teacher conferences and more frequently to share student progress with parents and share strategies to support learning at home to improve student achievement.

• 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.

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.

- 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.

- 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.

- Staff Training

Train staff on fair game science instruction through literacy and best teaching practices and the use of hands-on science activities, and resources to parents for at home use and support learning at home.

- Accessibility

- Provide resources for all families (LEP, Disabled, Migrant, Homeless) - CLF and ASL Interpreters - Community and District Support Staff (multicultural partnership, 21st CCLC, etc)

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: **$94,512.48**

Acct Description	Description
Field trip admissions	**Item** / **Quantity** / **Rate** / **Type** / **Total** Palm Beach Zoo trip for Kindergarten to support student learning (Science) December 2026 - Admissions / 1 / $795.50 / Original / $795.5
Certified Tutorial	**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 2027 / 6 / $37.00 / 2 / 1.5 / 18 / Certified / Original / $11,988.0
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** Crayons (2 & 3 Trimester) / 200 / $1.90 / General Supplies / Original / $380.00 Expo markers (2 & 3 Trimester) / 50 / $3.14 / General Supplies / Original / $157.00 Pencils (2 & 3 Trimester) / 66 / $24.49 / General Supplies / Original / $1,616.34 Colored pencils (2 & 3 Trimester) / 74 / $1.51 / General Supplies / Original / $111.74 Glue (2 & 3 Trimester) / 70 / $8.97 / General Supplies / Original / $627.90 Copy Paper (2 & 3 Trimester) / 66 / $33.92 / General Supplies / Original / $2,238.72

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<tr><th>Acct Description</th><th>Description</th></tr>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Total</th></tr>
<tr><td>Chart Paper</td><td>56</td><td>$4.36</td><td>General Supplies</td><td>Original</td><td>$244.16</td></tr>
<tr><td>Primary journals (2 & 3 Trimester)</td><td>301</td><td>$2.39</td><td>General Supplies</td><td>Original</td><td>$719.39</td></tr>
<tr><td>Spiral notebooks (2 & 3 Trimester)</td><td>1</td><td>$1,479.37</td><td>General Supplies</td><td>Original</td><td>$1,479.37</td></tr>
<tr><td>Primary pencils (2 & 3 Trimester)</td><td>64</td><td>$7.99</td><td>General Supplies</td><td>Original</td><td>$511.36</td></tr>
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<tr><td>Resource Teacher</td><td>0.5 Resource Teacher will provide small group instruction with students who dropped out of proficiency, implementing appropriates interventions, and providing remediation for students in the low 25% who need mor assistance in Literacy and Math in grades K-5.</td></tr>
<tr><td>Out-of-system Tutors</td><td>
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<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Non-Certified temporary personnel will support K- 5th grade teachers in providing small-group rotations in reading/math/science during the school day for at-risk/struggling students through a push-in model of support (Start date is Aug. 2026) / Tentative start date is August 2026</td><td>2</td><td>$15.00</td><td>4</td><td>5</td><td>36</td><td>Non-Certified w/ Degree</td><td>Original</td><td>$21,600.0</td></tr>
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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: **$140,201.00**

Acct Description	Description

Supplies

Item	Quantity	Rate	Supply Type	Type	Total
Supplies to support collaborative planning, PLCs to increase student achievement. - In all colors (Yellow, Magenta, Black, Cayan)	2	$860.00	Technology	Original	$1,720.0

Out-of-system PL Subs

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Will provide substitutes to cover classroom during the day for teachers in grades 3-5 to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science) to increase student achievement. / Tentative start date is September 2026 - Ongoing, various dates throughout the year (November 2026, January 2027 and February 2027)	8	$21.00	1	6.5	4	Non-Certified	Original	$4,264.0
Will provide substitutes to cover classroom during the day for teachers in grades 3-5 to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science) to	22	$21.00	1	6.5	1	Non-Certified	Original	$2,932.0

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<tr><td>increase student achievement. / Tentative start date is May 2027</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Will provide substitutes to cover classroom during the day for teachers in grades 3-5 to analyze student data, identify needs of students, create action plans, instructional calendars, and lesson plans to meet the needs of students in all content areas (ELA, Math, and Science) to increase student achievement. / Tentative start date is March and April 2027</td><td>8</td><td>$21.00</td><td>1</td><td>6.5</td><td>2</td><td>Non-Certified</td><td>Original</td><td>$2,132.0</td></tr>
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<tr><td>Tch Res Staff Development</td><td>The 0.5 Teacher Resource Staff Development will support teachers in grades 3-5 to implement strong syster for academics, behavior, climate, and culture to result in high academic achievement (ELA, Math, and Scienc and positive youth development (Professional Learning Communities , Professional Learning opportunities, coaching, modeling, observation, and feedback).</td></tr>
<tr><td>Tch Res Staff Development</td><td>The Teacher Resource Staff Development will support teachers in grades K-2 to implement strong systems f academics, behavior, climate, and culture to result in high academic achievement (ELA, Math, and Science) and positive youth development (Professional Learning Communities, Professional Learning opportunities, coaching, modeling, observation, and feedback).</td></tr>
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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: **$3,490.52**

Acct Description	Description
Supplies	**Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total** Blue Copy Paper- Reams / 30 / $7.78 / General Supplies / Original / $233.4 Supplies to support parent engagement in grades K-5 all content areas to increase student achievement. - Parent Communication Folders (K-5) / 450 / $1.68 / General Supplies / Original / $756.0 Copy Paper Case (Print Reports to share with parents) / 1 / $33.92 / General Supplies / Original / $33.92 Ink all colors (Yellow, Magenta, Cayan, Black) / 1 / $860.00 / Technology / Original / $860.0
Postage	**Item** / **Quantity** / **Rate** / **Type** / **Total** Postage to mail postcards information to families regarding events to support parent engagement (533 × 3 times a year - 1,599) / 1599 / $0.78 / Original / $1,247.2
Online subscription	**Item** / **Quantity** / **Rate** / **Type** / **Total** Smores subscription to support school-home communication K-5. / 2 / $179.99 / Original / $359.98

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. Shannon	Assistant Principal
Mrs. Izard	PD Coach and Resource
Ms. Forster	SAC Chair
Ms. Gross	Parent and PTO
Ms. Romain	Community Partner
Mr. Thomas	Community Partner

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. The administrative team ensures that all interested parents and stakeholders have the opportunity to join our School Advisory Committee and 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 are able to provide feedback and input in the development of the CNA/SWP/PFEP. For the development of the FY27 CNA, the leadership meeting took place on January 14, 2026. Then, staff members got to collaborate with their grade-level teams to develop the CNA providing their specific feedback and ideas on January 21, 2026. Then, the ideas were shared with stakeholders and parents were provided the opportunity to review current data and make informed statements regarding school improvement ideas during the stakeholder meeting on February 8, 2026. The meeting date was shared with stakeholders via the 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 FY27 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 provide families with information on how and on what the funds are being used. The parent engagement allocations provided to the school will be used for materials needed for hands-on activities, postage to support communication, and online subscription to support school-home communication.

Name	Title
Jill Robinson	Principal
Keymi Shannon	Assistant Principal

Annual Parent Meeting

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

September 15th, 2026 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, Smore Newsletter 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, translators, and parent evaluations.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effectively Communicate Data and Behavior Chats with Parents

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

How to improve communication to better inform families of their child's academic progress and behavioral & social emotional needs. SIS Parent Gateway, Class Dojo, Communication Folders, In person parent conferences

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

Improve and increase parent understanding of their child's academic progress and behavior, and areas of improvement as well as growth. Parents and teachers will have a clear understanding of goals and resources to help their child meet their goals.

- What will teachers submit as evidence of implementation?

Photos, resources, parent conferences, communication through ClassDojo.

- Month of Training

September 2026

- Responsible Person(s)

Keymi Shannon

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Engaging Families and Students in at Home Literacy and Math Strategies

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

Staff will learn what types of resources and activities to share with their families to reflect current curriculum. Staff will then create and share the resources with families to do at home with their children.

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

Families will be able to be provided with appropriate resources to do at home. Teachers will be able to support families with how to do this effectively.

• What will teachers submit as evidence of implementation?

Examples of resources, parent conference notes, photos.

• Month of Training

February 2027

• Responsible Person(s)

Keymi Shannon

Parent Trainings

1. Parent and Family Capacity Building Training #1

• Name of Training

Home School Communication

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

This session will equip parents with practical strategies for effective home-to-school communication while sharing school-wide resources to improve school communication (ClassDojo, e-mail, school phone numbers, ParentLink, and student communication folders.)

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

Parents will learn how to link and use SIS Gateway, ClassDojo and student communication folders to improve home-to-school communication.

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

Increase student achievement by improving parent and school relationships and clear communication.

• Date of Training

October 2026

• Responsible Person(s)

Keymi Shannon

• Resources and Materials

ClassDojo, SIS Gateway, Student-Communication Folders

3. Parent and Family Capacity Building Training #2

• Name of Training

Data Night

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

Parents will learn how to understand their child's academic progress by analyzing the most recent PM2 assessment, iReady Diagnostics, Unit Assessments (FSQs and USAs) to determine if they are on track for making progress and meet grade level goals.

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

Parents will get to review how to access SIS (parent and student gateway) to view their students report card, progress reports and recent academic data and performance on assessments. Parents will get reports and resources to review and discuss with their child. Chromebooks will be provided so for hands-on real time application related to their child's academic portfolio.

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

Parents will understand how their child is performing academically and how to help at home by checking their child's progress routinely.

• Date of Training

January 2027

• Responsible Person(s)

Keymi Shannon

• Resources and Materials

Report cards, data from diagnostics and PM assessments. Books to send home

5. Parent and Family Capacity Building Training #3

• Name of Training

Annual Family Fest

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

Parents will be able to attend various sessions that are applicable to their childs learning. They will learn about reading, math and science skills necessary for their grade level. They will learn about reading skills (decoding, fluency, comprehension), math skills (math operations, fluency, strategies.)

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

Reading comprehension strategies such as asking questions while reading, identifying the main idea, and practicing fluency. Math problem-solving techniques including number talks, fact fluency games, and explaining mathematical thinking. Literacy programs or phonics routines used in the classroom so families can support reading practice consistently at home.

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

Increase parental understanding of how to support their child with reading, math and science at home which will lead to increase in student achievement.

- Date of Training

March 2027

- Responsible Person(s)

Keymi Shannon

- Resources and Materials

Presentations, activities, sight word bingo, math cards, copy paper, math and science resources etc

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 1st and 2nd 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 and also award students with bikes and celebrations for their growth during the year.

• 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, letters, newsletters, 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, report cards, assessment reports.

• 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 meeting invitations, 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. As well as alternating between times being held in the morning and evenings to offer flexibility.

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

Invitations for parent meetings at different times (am and pm), Invitations to Parent Conferences, IEP/LEP meetings and invitations, links for virtual attendance or over the phone 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 Creole. 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, resources provided (uniforms, supplies, etc), 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 (uniforms, supplies, etc), 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

At Indian Pines Elementary educating students goes beyond academic achievement. Our goal is to help students develop the skills, habits, and character they need to become confident, responsible, resilient, and compassionate individuals. Our team creates a supportive environment where students can recognize and manage emotions, handle frustration, and work through challenges appropriately through Morning Meeting lessons, Guidance/Counseling sessions and also through our monthly House meetings which imbed these skills. Through our SWPBS assemblies, Guidance/Counseling sessions and House meetings, we explicitly teach skills such as communication, problem-solving, decision-making, collaboration, self-advocacy, and responsible independence. These skills help students navigate situations both in the classroom and out of the classroom. Our SWPBS positive behavior incentives reinforce effort, practice, making good choices and perseverance by focusing on progress and positive behavior. The SWPBS and House Team establishes clear expectations and consistently reinforce respect, responsibility, kindness, and accountability. Out school also uses the Resiliency Palm Beach monthly character traits to focus on positive characteristics and build students life skills. Fourth and Fifth grade students are taught through AVID how to manage materials, prioritize responsibilities, break larger assignments into smaller tasks, and keep track of deadlines. Students learn how to create effective routines, manage their time, set goals, review material regularly, ask for help, and identify study strategies that work best for them.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The school-based team (SBT) uses the tiered model of support (SBT/MTSS) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM. Parents are informed of their child' response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1 Implementation Indian Pies implements by using student data and routine progress monitoring to identify students' needs and provide targeted interventions. The goal is to provide students with targeted and intentional interventions, increasing the level of support when students are not making adequate progress based on collected data. To identify students needing inventions, the SBT Team uses multiple sources of information, including academic performance, classroom assessments, attendance, behavior, work completion, and teacher observations to identify students who may need additional support. The team looks for patterns over time to analyze student academic growth and areas that need support. The team develops a plan with the interventionist and case liaison to implement interventions with clear goals, defined strategies, and an appropriate timeframe. Supports may include small-group instruction, one-on-one instruction, behavior supports, or targeted skill-building. The team meets weekly to regularly collect and review data to determine whether interventions are working. Progress may be monitored through assessments, work samples, behavior data, observation, attendance, student conferences, and other appropriate measures. We document interventions and outcomes, review progress at established intervals, and adjust the level or type of support based on the data. If a student is making sufficient progress, support can gradually be faded; if progress is limited, I collaborate with the team to modify the intervention or increase the level of support. The core instruction at Indian Pines is focused on grade level/subject area/behavior standards using effective large/small group instruction. In addition to collaboratively planned, standards-based lessons sourced through Benchmark Advance or Benchmark Adelante, students participate in i-Ready, a program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "SOAR" expectations (Safe, On Target, Always do my best, Respectful). Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of intensive intervention through a push-in model daily. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At our school, some Tier 2 interventions for reading are: - FastBridge - Voyager (Grades K-5) - Small group intervention using Benchmark (Grades K-5) - SPIRE (Grades K-5) Tier 2 Interventions for math: - Small group instruction using models and manipulatives Tier 3 Implementation: Students requiring additional intensive instruction receive additional support focused on the skills that pose the greatest barrier to acceleration of student learning. An additional 30 minutes of intense intervention is provided typically through a pull-out setting daily. - narrow focus on identified barrier - sometimes includes additional time using the specific intervention

Provision of a Well-Rounded Education

1. Well-Rounded Education

Indian Pines Elementary strives to prepare students for college and careers readiness. We provide students with access to rigorous core instruction, electives, enrichment, extracurricular activities/clubs, and real-world learning experiences. Our approach is designed to address the academic, social, emotional, physical, creative, and career-development needs of the whole student. Through bi-weekly PLCs, we use multiple sources of data to identify students' instructional needs and determine where additional support or enrichment is necessary. These sources include classroom assessments, diagnostic and benchmark assessments, student work, progress-monitoring data, attendance, teacher observations, and other relevant performance information. Teachers review data individually and collaboratively to identify strengths, gaps, trends, and students who may need remediation, intervention, acceleration, or additional enrichment. Instruction is then differentiated based on those identified needs. Students have opportunities to receive additional instructional time through afterschool tutorial programs. Extended learning is used strategically to provide additional support for students who need more time to master a concept while also providing opportunities for students who are ready for enrichment or acceleration. Our fine arts rotation consists of 5 offerings: music, art, physical education (P.E), media, and guidance. Students rotate through the fine arts each 5 days. Music, Art, PE and Media are taught using a district approved curriculum by a certified teacher in that content area. Students are able to participate in extracurricular activities through various clubs that give students opportunities to explore their interests, build relationships outside of the classroom, and apply skills in different settings. Through the clubs students develop teamwork, communication, responsibility, perseverance, creativity, and confidence. These experiences also help students develop a stronger connection to their school and community.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Indian Pines Elementary offers a Dual Language Program for students in K-3rd grade. This opportunity allows students to master bi-literacy and expand their knowledge of a second language. Students learn in two languages and master concepts in reading, math, writing and science. 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 takes 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 a full time program with qualified teachers and paraprofessionals. This provides students with a variety of meaningful learning experiences in environments that give them opportunities to build and expand their early learning skills. Kindergarten kick-off events allow parents to visit the school with their students and learning more about our kindergarten program. Parents meet the teachers, learn about the standards and yearlong expectations, learn about school-wide programming and tour the school. We also assist prekindergarten students and families transition to kindergarten by informing parents of the readiness skills during our annual kindergarten kick-off. 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. Parents also have an opportunity to meet the teacher during pre-school and curriculum nights that are held at the beginning of the school year. Throughout the year, parents are invited to participate in schoolwide events like Literacy Night and monthly SAC meetings in order to learning more about our school and provide input. 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. The ChildFind Program is also located on our school campus, which supports families in preparing their child to receive additional services as needed before beginning kindergarten.

Professional Learning

1. Professional Learning

We provide ongoing opportunities for teachers to strengthen instructional practices, improve student outcomes, and use data effectively to guide instructional decisions. Professional learning is viewed as an ongoing process that includes training, collaboration, coaching, application, and reflection. Teachers and instructional support staff participate in bi-weekly Professional Learning Communities (PLCs) facilitated by regional specialists. These sessions provide opportunities to collaborate with educators across the region, examine student data and work samples, discuss instructional challenges, share effective strategies, and develop responses to identified student needs. Regional specialists provide current resources, instructional guidance, and support for implementing evidence-based practices. All staff have access to district curriculum resources to support standards-aligned instruction, curriculum planning, differentiation, intervention, and enrichment. The regional specialists, admin and professional development coach support teachers understand curriculum expectations and translate standards and pacing requirements into effective classroom instruction. Staff also receive guidance in analyzing assessment results and using data to adjust instruction. Additionally, teachers and instructional staff are encouraged to participate in trainings and professional development opportunities aligned to their instructional responsibilities and student needs. Staff also participate in professional learning focused on multicultural education and culturally responsive practices. These opportunities help educators recognize and value students' diverse backgrounds, perspectives, and experiences while creating inclusive learning environments where all students can engage meaningfully in instruction. Professional learning related to Exceptional Student Education (ESE) and English Language Learners (ELL) helps staff better understand individual student needs and implement appropriate instructional strategies, accommodations, differentiation, scaffolding, and supports. These training strengthens staff members' ability to provide equitable access to rigorous instruction for diverse learners.

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 Voluntary Lead Mentor hold 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 PD Coach, regional specialists and admin team 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.