

The School District of Palm Beach County

# Indian Pines Elementary School



2016-17 School Improvement Plan

## Indian Pines Elementary School

6000 OAK ROYAL DR, Lake Worth, FL 33463

[www.edline.net/pages/indian\\_pines\\_elementary](http://www.edline.net/pages/indian_pines_elementary)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No	None	

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's 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.

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

Indian Pines is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an environment that is clean, safe and orderly that promotes analytical thinking to help ensure student success.

#### 2. School Environment

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

Indian Pines Elementary School is an extremely diverse community made up of various cultural backgrounds. The staff strives to learn about the cultural backgrounds of our families and continuously works to build relationships with them over time. The staff best learns about the cultural diversity through parent conferences, school events and in social school sponsored events. Events include SAC, PTO, Hispanic Heritage Week, Haitian Heritage Night, Black History Night and other school-wide monthly events. Once initial communication is made, we as a staff continue to bridge the communication between school and home, understanding the significance of this relationship. The Community Language Facilitators are an important piece of our communication and relationship building efforts.

Additionally, our school will infuse academic content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as appropriate grade levels, including but not limited to:

- \*History of the Holocaust
- \*History of Africans and African Americans
- \*Hispanic Contributions
- \*Women's Contributions
- \*Sacrifices of Veterans

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

Our faculty and staff will continue to be trained to utilize the School Wide Positive Behavior System, which ensures that all students feel safe and respected at all times. In an effort to promote a positive school climate and build relationships between both adults and students, we will continue to establish Teacher-Student Mentoring groups to support students and their families. This program will be used to teach and foster self-respect, respect for others, leadership, academic excellence and etiquette. Our office staff have also been trained to provide a customer friendly atmosphere to parents, staff and students. These activities are in addition to required elements of Florida Statute 1003.42(2) and S.B. Policy 2,09(8)(b).

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At IPES clear behavioral expectations have been set and shared with all faculty members and the student body through the school-wide positive behavioral support team. This is a membership consisting of the leadership team to better address campus-wide needs and concerns. A school-wide behavior matrix was created to address student behavioral expectations in every area of the school using SOAR to Success Guidelines, outlined as follows:

Students should always "SOAR" by being:

Safe

On target

Always doing their best

Respectful

Students are further encouraged to follow our SOAR Guidelines for Success by Character Counts Challenges, IPES Positive Behavior Reward Challenges and "Eagles Buck\$", that can be earned for demonstrating SOAR expectations to shop in our Eagle Store. These are in addition to required elements of Florida Statute 1003.42(2) and S.B. Policy 2,09(8)(b).

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

IPES has two student guidance counselors. Each counselor is assigned strategic duties throughout the school day that ensure daily contact with students in all grade levels, especially those in need of additional support. They also conduct small counseling groups and whole group class sessions each day that address sensitive topics, such as bullying and cyber safety among others.

This year our counselors will be utilizing Student Success Skills in grades 2-5 to teach school wide behavioral expectations and guide the needs of small group sessions.

### 3. Early Warning Systems

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

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Based upon data from the 2015-2016 school year, we will identify students with attendance below 90% to make contact with parents to ensure their knowledge of school start and end times as well as encourage them to set a good attendance pattern for this school year.

We will continue to work with teachers to identify at risk students based upon FSA and CELLA results. Then highly encourage teachers to make contact with parents to foster and build parental relationships, as well as suggest after school clubs for students.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	7	18	8	9	15	0	0	0	0	0	0	0	72
One or more suspensions	6	10	12	11	23	16	0	0	0	0	0	0	0	78
Course failure in ELA or Math	50	60	61	88	56	67	0	0	0	0	0	0	0	382
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	9	14	14	20	24	0	0	0	0	0	0	0	94

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Several Interventions that have/will be put in place are:

- Eagle Mentoring Program
- Student Success Skills
- Bi weekly Attendance tracking
- Whole Group (Tier 1) Counseling
- Small Group (Tier 2) Counseling

**B. Family and Community Engagement**

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

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

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

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310687>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Indian Pines has been able to build and sustain several business partnerships with our local community. Business partners are honored with recognition on our marquee and a certificate presented at an end of year breakfast. All business partners are invited to attend and participate in our monthly SAC Meetings and school based events.



## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Robinson, Jill	Principal
Cox, Madeliene	Assistant Principal
Dinkin, Nancy	Instructional Coach
Ebersold, Jennifer	Instructional Coach

#### b. Duties

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

The Academic Team consists of administrators, reading coach, math coach and Single School Culture Coordinator who act as data mentors and content specialists. The Administrators ensure that the team has a structured and scheduled meeting time to evaluate student data and plans a prescribed goal based on student and staff needs.

##### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The resources that are available through Title I to support our school are as follows:

Title I Funds:

- Curriculum support
- Reading Interventionist/LLI
- Literacy cohort support
- Pre-K units
- Tutorial funds
- Area support teams (split-funded with Title I)
- Reading Coach
- Math Coach
- Resource Teachers

Title II funds provide:

- Curriculum support – professional development
- SIP training and support
- PAR Teacher support
- Marzano training and online support
- Leadership development through Aspiring Leader's Academy
- Alternative Certification Program
- Literacy cohort training

Title III Funds provide:

Support for ELL  
 Curricular Resources  
 Supplemental support for teachers  
 Tutorial support

Title X Funds are used to ensure students who are identified as homeless receive access to meals, clothing, school supplies, transportation and tutorial programs as needed.

Local resources such as community business partners provide school uniforms and monetary support.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Marceline Morency-Innocent	Teacher
Judy Mulder	Teacher
	Student

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The 2015-2016 SIP will be reviewed and shared with parents at the September SAC Meeting. The goals and strategies will be shared with all parents. Seeking parents input and suggestions.

*b. Development of this school improvement plan*

At Indian Pines, one of the SAC's main function is to develop and oversee the implementation of the School Improvement Plan (SIP). As a SAC, we meet on a monthly basis to examine aspects of our school that address targeting the identified priorities and meeting the student performance standards. The council considers what is known about Indian Pines and decides which areas need improvement. An analysis of student achievement and school performance data occurs. Then the SAC decides which needs are most important and pressing. The group then develops strategies for improving the areas most important to Indian Pines and decides how to measure the results of the strategies outlined in the plan. Finally, the SAC approves the final plan.

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

Once the school's Annual Budget is received from the District Level. It is reviewed and shared with all staff and stakeholders at a monthly SAC meeting. We then discuss and decide on the best use of funds provided through Title I.

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

This past school year, SAC/SIP funds were allocated to promote student excellence through school wide incentives..

Monthly behavior rewards.  
 Honor Roll Certificates

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Robinson, Jill	Principal
Cox, Madeliene	Assistant Principal
Dinkin, Nancy	Instructional Coach
Ebersold, Jennifer	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The major initiative for the LLT this school year is to support teachers in Learning Goals and Scales, small group instruction, descriptive feedback, Content Based Writing and iii.

**D. Public and Collaborative Teaching**

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

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

Positive relationships have been created at IPES by hosting monthly socials at different locations off campus. We also celebrate staff member's accomplishments through bulletin board displays, in weekly staff news letters, before Faculty meetings and certificates recognizing staff members of the week.

Team collaboration is encouraged through weekly PLC meetings and monthly planning sessions facilitated by the instructional coaches and SSCC.

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

District personnel assist in the process of obtaining highly qualified staff- Human Resources Staff  
Recruit veteran teachers- Principal  
Partner new teachers with veteran staff- Assistant Principal  
Schedule monthly support meetings with new teachers and invite other staff to attend-Assistant Principal

To maintain our HQ Veteran teachers we provide them with ongoing PD support, offer them leadership opportunities along with a positive school culture and climate.

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

The Educator Support Program (ESP), is a program of support and induction for new educators, is designed to elicit evidence that a beginning teacher has demonstrated teaching competence that

promotes student learning. The ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

ESP activities begin on the new educator's first day of school and continue through the first year of teaching.

New teachers are assigned a buddy and a mentor.

The rationale for buddy pairings include linking them with a veteran teacher from their grade level/ department who will be able to assist them with any questions the new teacher may have.

The rationale for mentor pairings include linking them with a veteran teacher who will provide support and assist new teacher mentees with lesson planning, classroom management, content area, instructional strategies, family involvement and parent conferences. Mentors will also assist mentees in charting professional development learning goals for the school year,

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

At IPES the teachers and staff follow the scope and sequence provided by the Curriculum Department of the PBCSD on Blender.

We monitor the alignment to the standards by reviewing teacher's lesson plans and classroom walkthroughs.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Student data is used to differentiate instruction and provide small group instruction when necessary. Teachers plan and utilize different strategies based upon student needs. Students are assessed biweekly to ensure mastery and growth. After each Performance Assessment grade level IFC are updated to reflect the needs of our students.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

To increase or maintain each students Reading Level by continuing to expose them to Fiction and Nonfiction literature.

**Strategy Rationale**

Teachers were able to continue the reading process for each student. They were able to work with students in small groups and one to one to best meet each student's individual learning needs and styles.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Robinson, Jill, jill.robinson@palmbeachschools.org

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

Reading Running Records were used to invite and monitor student progress throughout the summer. Students that participated in this program should maintain or increase in their RRR level.

**Strategy:** After School Program

**Minutes added to school year:** 9,180

Our strategy for our After School program (tutorial) is to increase student achievement. We will target students based on their previous RRR/FCAT 2.0 score to participate. Researched based interventions and other support methods will be used to assist students with increasing their skills and knowledge.

**Strategy Rationale**

Using research based interventions to provide additional instructional time to instruct or improve student's skills in standards in which they are weak or struggling.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Cox, Madeliene, madeliene.cox@palmbeachschools.org

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

Ongoing assessments will be used to measure mastery of specific benchmarks being taught. Teachers will analyze the data to determine instructional goals through RRR/bi weekly assessments.

**Strategy:** Extended School Day

**Minutes added to school year:** 6,720

Students will receive additional time to read and discuss non fiction material.

**Strategy Rationale**

Providing students time to read independently in a focused and safe climate.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Dinkin, Nancy, nancy.dinkin@palmbeachschools.org

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

Increased RRR levels and Independent Levels.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

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.

Use of Title I funds will be used to provide substitute teachers for our Kindergarten teachers to observe Pre-K classes/students entering Kindergarten the following the year. We also assist Pre-kindergarten students and families transition to kindergarten by informing parents of the readiness skills during our annual kindergarten round up.

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.

**b. College and Career Readiness**

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

Indian Pines has created a partnership with a local High School to encourage our students to continue and pursue their educational career beyond Elementary School.

Students will spend time visiting high school students and touring their campus.

We will celebrate college and career readiness during a College and Career Readiness week and Dress to Success fair.

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

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

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Needs include: building teacher capacity in Marzano protocols, brain based learning, gradual release, content integrations; providing supplemental supports to students in content areas

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Appreciation for diversity, understanding of Tier 2 and 3 procedures, learning goals and scales, time for collaboration that is productive and efficacious

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the number of students reading on grade level by third grade.
- G2.** If all teachers analyze data to determine the instructional needs of their students to precisely plan and deliver rigorous instruction, then we will improve students performance in all subject areas and be able to target the specific skills and strategies for students to become successful.

## Strategic Goals Detail

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



**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the number of students reading on grade level by third grade. 1a

G083711

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	37.0
FSA ELA Achievement	63.0
Literacy Rate - Kindergarten	67.0
Literacy Rate - Grade 1	66.0
Literacy Rate - Grade 2	55.0
ELA Achievement District Assessment	50.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher understanding of cultural differences and appreciation of diverse backgrounds of students and parents; Parents cultural backgrounds may limit their understanding of formal education.
- Planning for differentiated instruction with fidelity in an inclusive setting.

**Resources Available to Support the Goal** 2

- Community Language Facilitators (CLF's)
- All documents sent home translated into 3 languages (English, Spanish, Creole)
- Language interpretation equipment provided at school meetings
- Parent Link phone system
- Marquis
- Interpreters for DHH
- Opportunities to participate in PTO
- Front Office Message Board/TV
- School/Student/Parent Compact
- SAC Meetings
- Home Visits
- Parent Trainings
- Parent/Teacher Conferences
- Student Agenda
- Math, Reading, Writing and Science Literacy Nights
- DOJO

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

Photos, collection of news letter articles, IPES School Calendar

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, Sense of Multicultural Awareness on Campus

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

Survey parents to determine how they learned of the event.

**Person Responsible**

Marceline Morency-Innocent

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Review of surveys during weekly Academic Meeting.

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

SAC and PTO Agendas

**Person Responsible**

Marceline Morency-Innocent

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Sign In Sheets, Parent Survey

**G2.** If all teachers analyze data to determine the instructional needs of their students to precisely plan and deliver rigorous instruction, then we will improve students performance in all subject areas and be able to target the specific skills and strategies for students to become successful. **1a**

G083712

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	31.0
FSA ELA Achievement	31.0
FCAT 2.0 Science Proficiency	53.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of differentiated instruction in classrooms.

**Resources Available to Support the Goal** **2**

- Think Central
- Math coach
- Go Math- Textbook Resource
- DA IFC- Blender
- Fast Math
- iReady
- 

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

Professional development in Core subjects, learning stations, small group instruction, content specific data chats, follow use of district Instructional Focus Calendars, use of manipulatives, increase student participation, engagement, teacher understanding of Florida Standards.

**Person Responsible**

Jennifer Ebersold

**Schedule**

Biweekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Weekly tests, benchmark tests, chapter reviews, Performance Task , secondary benchmark tests, Think Central, participation, observations, Learning Team Meetings, informal/formal assessments, observations, classroom walkthroughs, Formative Assessments,

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

RRR, Performance Matters, SRI, FAIR,

**Person Responsible**

Nancy Dinkin

**Schedule**

Biweekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

UOS Planning Notes, Lesson Plans, Visit Logs

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

Walkthroughs, class demonstrations, Performance Matters

**Person Responsible**

Jill Robinson

**Schedule**

Biweekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, IFC's

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

Saturday Success Camp, Friday Enrichment Classes/Clubs

**Person Responsible**

Madeliene Cox

**Schedule**

Biweekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans, Artifacts, Student Attendance

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the number of students reading on grade level by third grade. 1

G083711

**G1.B7** Teacher understanding of cultural differences and appreciation of diverse backgrounds of students and parents; Parents cultural backgrounds may limit their understanding of formal education. 2

B222247

**G1.B7.S1** Celebrate campus diversity through multicultural celebrations and displays. Students, families and staff members will have the opportunity to see and experience their cultures honored and represented throughout the school. 4

S234535

### Strategy Rationale

Building a sense of cultural pride among the students, staff and families will help to build a positive and supportive school environment.

### Action Step 1 5

Determine cultural celebrations to be celebrated for this year and student projects associated with celebrating diversity.

#### Person Responsible

Jill Robinson

#### Schedule

On 10/3/2016

#### Evidence of Completion

Master Schedule

### Action Step 2 5

Place celebrations on Master Calendar.

#### Person Responsible

Madeliene Cox

#### Schedule

On 10/1/2016

#### Evidence of Completion

Master Schedule

**Action Step 3** 5

Facilitate Literacy Committee meets to plan celebrations.

**Person Responsible**

Nancy Dinkin

**Schedule**

Monthly, from 9/7/2016 to 6/2/2017

**Evidence of Completion**

Literacy Committee Notes

**Action Step 4** 5

Develop cultural events for staff

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 6 Weeks, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

**Action Step 5** 5

Inform and educate staff of school-wide cultural events.

**Person Responsible**

Jill Robinson

**Schedule**

Weekly, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

IPES Eagle's Nest News (ENN) Faculty Meeting Agendas Grade Chair Notes Emails

**Action Step 6** 5

Teachers prepare and plan for cultural events.

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 6 Weeks, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Invites/Parent Communication

**Action Step 7** 5

Celebration of Cultures Activities

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 6 Weeks, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Parent Newsletter Marquee Notices sent home Photographs Communication Journals  
Student/Staff feedback

**Action Step 8** 5

Reflect on event for future planning.

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 6 Weeks, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Exit Survey Teachers Parent Survey Student Participation



**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Enhance academic environment with representations of various cultures.

**Person Responsible**

Nancy Dinkin

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Cultural displays, pictures, evidence of cultural pride.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Observe campus for evidence of cultural pride and representation.

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Photos, displays, student and parent pride at cultural events, parent feedback.

**G1.B7.S2** Educate parents on the importance of the components of education through parental workshops, SAC, PTO and Curriculum Nights. 4

S234536

### Strategy Rationale

Parents will be better equipped to academically support their child at home by applying teaching strategies learned at on various on-campus workshops conducted throughout the school year to ensure that learning remains effective and relevant meeting the needs of all students.

### Action Step 1 5

Provide a source of daily communication between school and home.

#### Person Responsible

Jill Robinson

#### Schedule

Daily, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Agenda Invoice Increase in parent participation

### Action Step 2 5

Translation of information during school-wide parent meetings.

#### Person Responsible

Madeliene Cox

#### Schedule

Daily, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Translation equipment being utilized Increased parental participation and input Meeting Sign-in sheets

**Action Step 3** 5

Survey all stakeholders on needed services and trainings.

**Person Responsible**

Marceline Morency-Innocent

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Feedback at SAC/PTO Meetings, Exit Survey Teacher Input Data Analysis of SWS

**Action Step 4** 5

Plan with Coaches, SSCC and Admin. to provide needed trainings.

**Person Responsible**

Jennifer Ebersold

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Meeting Agendas Meeting Notes Training material samples

**Action Step 5** 5

Set dates for needed trainings.

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Master Calendar

**Action Step 6** 5

Provide trainings as detailed in PIP including Indian Pines Elementary - Teacher Parent Team Program

**Person Responsible**

Jennifer Ebersold

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Invitations, Meeting Agendas, presentations/handouts, parent evaluations, evidence of interactive training

**Action Step 7** 5

Reflect on trainings provided.

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Student Outcomes Data Analysis Training Agenda Participant Feedback Participant Survey

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** 6

Parent and Staff Surveys, Parent Attendance

**Person Responsible**

Madeliene Cox

**Schedule**

Quarterly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Parent and Staff Survey, Student Engagement in Classroom, Parent Sign In Sheets,

**Plan to Monitor Effectiveness of Implementation of G1.B7.S2** 7

Student improvement in classroom (RRR/FSQ)

**Person Responsible**

Madeliene Cox

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

RRR, iReady and FSQ Data

**G1.B10** Planning for differentiated instruction with fidelity in an inclusive setting. 2

B222250

**G1.B10.S1** Provide teaching strategies that target the Florida standards and address the needs of the individual student. 4

S234537

**Strategy Rationale**

If teachers can effectively analyze student data to determine individual needs, they can build rigorous instructional plans that meet and challenge each student at their level while moving them towards academic achievement.

**Action Step 1** 5

Provide time for collaborative job embedded professional development during weekly PLC meetings.

**Person Responsible**

Jill Robinson

**Schedule**

Weekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Schedule, sign-in sheets, agendas

**Action Step 2** 5

Resource teachers and academic tutors will provide small group instruction via push-in/pull out, track student progress, provide interventions based on individual student needs.

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Schedules, list of students, student assessment data, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Principal and assistant principal will attend all PLC meetings

**Person Responsible**

Jill Robinson

**Schedule**

Weekly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Sign-in sheets, discussion notes from weekly Instructional Leadership meetings.

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Monitor student data, Title I Reflection template

**Person Responsible**

Jill Robinson

**Schedule**

On 6/2/2017

**Evidence of Completion**

FSQ and Unit Assessments, iReady data, RRR, data chats

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

Administrative and instructional coach walkthroughs will be conducted.

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Walkthrough notes, student data, student journals, student interviews.

**G1.B10.S2** Conducting coaching/instructional walks that identify teaching methods in need of support and provide immediate coaching in assistance and support. 4

S234538

### Strategy Rationale

Immediately coaching in serves to both stop an ineffective practice as it's discovered while also helping to guide student instruction and/or engagement to result in academic achievement.

### Action Step 1 5

Administration, SSCC and academic coaches walk classrooms to observe that learned strategies are used effectively.

#### Person Responsible

Jill Robinson

#### Schedule

Daily, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Walkthrough notes, teacher feedback, Instructional Meeting discussions, reflection data

### Action Step 2 5

Determine PD needs based on walkthrough observations and provide additional individual support as needed.

#### Person Responsible

Nancy Dinkin

#### Schedule

Weekly, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Coaches logs, email correspondence to supported teachers, pre/post observations, lesson plans from lessons modeled.



**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

Informal/formal observations and walkthroughs conducted by administration to ensure adherence to differentiated instruction with fidelity.

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Observation and walkthrough notes, notes from academic team meetings, feedback to coaches on observation reflections.

**Plan to Monitor Effectiveness of Implementation of G1.B10.S2** 7

Administrators will conduct administrative walkthroughs and observations.

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Walkthrough and observation notes

**G2.** If all teachers analyze data to determine the instructional needs of their students to precisely plan and deliver rigorous instruction, then we will improve students performance in all subject areas and be able to target the specific skills and strategies for students to become successful. 1

G083712

**G2.B3** Lack of differentiated instruction in classrooms. 2

B222255

**G2.B3.S1** Provide Professional Development Opportunities in ELA, Writing, Science and Math that increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction. 4

S234541

### Strategy Rationale

Providing teachers with professional development in core subject areas builds both their comfort level as well as their expertise. In turn they will be better able to service the students by providing instructional strategies that target various academic levels and abilities as well as learning styles.

### Action Step 1 5

Single School Culture Coordinator, Math Coach and Reading Coach will provide Professional Development during PLC's as well as offer trainings using data from trends and patterns seen campus wide.

#### Person Responsible

Jennifer Ebersold

#### Schedule

Daily, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans Walkthroughs Data Analysis

### Action Step 2 5

Teachers will be provided time to plan and collaborate on lessons to ensure ultimate student learning.

#### Person Responsible

Jill Robinson

#### Schedule

Weekly, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans Walkthroughs Data Analysis Agenda Items Agenda Notes

**Action Step 3** 5

Members of the Academic Team will research and discuss through book study how to build academic capacity through building student relationships.

**Person Responsible**

Jill Robinson

**Schedule**

On 6/2/2017

**Evidence of Completion**

Student centered learning activities Walkthroughs Common discussions with teachers regarding expectations and rigor Student data Student engagement

**Action Step 4** 5

Provide Professional Development on the use of the Lucy Notes and the Writing Block.

**Person Responsible**

Nancy Dinkin

**Schedule**

Monthly, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Walkthroughs PBPA results

**Action Step 5** 5

Provide opportunities for on site and off campus professional development aligned to teachers' professional growth plans, including using data from PBPA to drive small group instruction

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 3 Weeks, from 10/3/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Walkthroughs PBPA results

**Action Step 6** 5

Provide teacher survey to determine PD effectiveness and identify additional needs.

**Person Responsible**

Jennifer Ebersold

**Schedule**

Quarterly, from 10/1/2016 to 6/2/2017

***Evidence of Completion***

Teacher surveys

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

Conduct Walkthroughs, Observations and analyze Student Data and content journals.

**Person Responsible**

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Walkthrough and Observations notes, Assessment data, sign-in sheets, agendas.

**G2.B3.S2** Create collaboration teams to share and discuss methodology for student success during and outside the school day. 4

S234542

### Strategy Rationale

Collaborative teams function to collectively plan rigorous lessons while sharing ideas and resources that support the curriculum. They also build team trust, dependency and ownership in contributing toward a collective goal of planning for academic achievement.

### Action Step 1 5

Provide teachers time to plan collaboratively with their teams.

#### Person Responsible

Jill Robinson

#### Schedule

Weekly, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Student data Walkthroughs

### Action Step 2 5

Building instructional leaders capacity to support teachers in collaborative planning.

#### Person Responsible

Jill Robinson

#### Schedule

On 10/12/2016

#### Evidence of Completion

Registration for PLC training with the Grapple Institute, TDE's, Agenda

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Administrators, SSCC and Instructional Coaches will conduct classroom walks to determine evidence of planning for rigorous instruction.

**Person Responsible**

Jill Robinson

**Schedule**

Weekly, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Team meeting notes, lesson plans, learning goals and scales,

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Administration, SSCC and Instructional Coaches will consistently analyze student data.

**Person Responsible**

**Schedule**

Biweekly, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Student data from FSQ's, Unit Assessments, iReady data, RRR

**G2.B3.S3** Provide supplemental materials and extended learning opportunities to low performing students. 4

S234543

### Strategy Rationale

Low performing students have demonstrated a need for additional academic support to assist in moving them toward their goal of performing on grade level. Providing them with supplemental materials and instruction assists with this process.

### Action Step 1 5

Provide extended learning opportunities in Reading, Writing, Math or Science

#### Person Responsible

Madeliene Cox

#### Schedule

Weekly, from 9/1/2016 to 6/2/2017

#### Evidence of Completion

Student Data Tutorial Lesson Plans Tutorial Attendance

### Action Step 2 5

Purchase academic materials to support tutorial program and extended day instruction.

#### Person Responsible

Madeliene Cox

#### Schedule

On 6/2/2017

#### Evidence of Completion

Purchase receipts Tutorial sign-in sheets Tutorial lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Identify students eligible for Tutorial program by analyzing student data.

**Person Responsible**

Madeliene Cox

**Schedule**

On 10/7/2016

***Evidence of Completion***

FSA and iReady diagnostic data.

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Obtain parental consent for student participation in the tutorial program.

**Person Responsible**

Madeliene Cox

**Schedule**

On 10/17/2016

***Evidence of Completion***

Signed parental consent forms.

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Purchase tutorial materials.

**Person Responsible**

Madeliene Cox

**Schedule**

On 10/17/2016

***Evidence of Completion***

Purchase receipts.



**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Hire tutors based on confirmed student participation.

**Person Responsible**

Madeliene Cox

**Schedule**

On 10/21/2016

***Evidence of Completion***

Tutor Time Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Monitor student attendance in tutorial program.

**Person Responsible**

Madeliene Cox

**Schedule**

Biweekly, from 10/24/2016 to 2/24/2017

***Evidence of Completion***

Student sign-in sheets.

**G2.B3.S4** Provide transportation to off-campus learning sites. 4

S234544

**Strategy Rationale**

It is often difficult for students to provide their perspective when their exposure to real world experiences and locations is limited. Providing transportation to off site learning sites expands their knowledge base and exposes them to new experiences thus better equipping them to respond to academic prompts that request that they reflect, compare, analyze and provide an opinion.

**Action Step 1** 5

Provide transportation for off-campus field trips.

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Parent signed student permission slips Completed field trip packets Transportation invoices

**Plan to Monitor Fidelity of Implementation of G2.B3.S4** 6

Walkthroughs, Observations

**Person Responsible**

Jill Robinson

**Schedule**

Monthly, from 9/1/2016 to 6/2/2017

**Evidence of Completion**

Student data, observation notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 7

Walkthroughs, Observations

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

***Evidence of Completion***

Observation notes, photos, student data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2016</b>					
G1.B7.S1.A2 A301831	Place celebrations on Master Calendar.	Cox, Madeliene	9/1/2016	Master Schedule	10/1/2016 one-time
G1.B7.S1.A1 A301830	Determine cultural celebrations to be celebrated for this year and student projects associated with...	Robinson, Jill	9/1/2016	Master Schedule	10/3/2016 one-time
G1.B10.S1.A1 A301845	Provide time for collaborative job embedded professional development during weekly PLC meetings.	Robinson, Jill	9/1/2016	Schedule, sign-in sheets, agendas	6/2/2017 weekly
G2.MA1 M306470	Professional development in Core subjects, learning stations, small group instruction, content...	Ebersold, Jennifer	9/1/2016	Weekly tests, benchmark tests, chapter reviews, Performance Task , secondary benchmark tests, Think Central, participation, observations, Learning Team Meetings, informal/ formal assessments, observations, classroom walkthroughs, Formative Assessments,	6/2/2017 biweekly
G2.MA2 M306471	RRR, Performance Matters, SRI, FAIR,	Dinkin, Nancy	9/1/2016	UOS Planning Notes, Lesson Plans, Visit Logs	6/2/2017 biweekly
G2.MA3 M306472	Walkthroughs, class demonstrations, Performance Matters	Robinson, Jill	9/1/2016	Lesson plans, IFC's	6/2/2017 biweekly
G2.MA4 M306473	Saturday Success Camp, Friday Enrichment Classes/Clubs	Cox, Madeliene	9/1/2016	Lesson Plans, Artifacts, Student Attendance	6/2/2017 biweekly
G1.B7.S1.MA1 M306444	Observe campus for evidence of cultural pride and representation.	Robinson, Jill	9/1/2016	Photos, displays, student and parent pride at cultural events, parent feedback.	6/2/2017 monthly
G1.B7.S1.MA1 M306445	Enhance academic environment with representations of various cultures.	Dinkin, Nancy	9/1/2016	Cultural displays, pictures, evidence of cultural pride.	6/2/2017 monthly
G1.MA1 M306453	Photos, collection of news letter articles, IPES School Calendar	Robinson, Jill	9/1/2016	Lesson plans, Sense of Multicultural Awareness on Campus	6/2/2017 monthly
G1.MA2 M306454	Survey parents to determine how they learned of the event.	Morency-Innocent, Marceline	9/1/2016	Review of surveys during weekly Academic Meeting.	6/2/2017 monthly
G2.B3.S4.MA1 M306469	Walkthroughs, Observations	Robinson, Jill	9/1/2016	Student data, observation notes	6/2/2017 monthly
G2.B3.S4.MA1 M306468	Walkthroughs, Observations	Robinson, Jill	9/1/2016	Observation notes, photos, student data	6/2/2017 daily
G2.B3.S3.A2 A301859	Purchase academic materials to support tutorial program and extended day instruction.	Cox, Madeliene	9/1/2016	Purchase receipts Tutorial sign-in sheets Tutorial lesson plans	6/2/2017 one-time
G2.B3.S3.A1 A301858	Provide extended learning opportunities in Reading, Writing, Math or Science	Cox, Madeliene	9/1/2016	Student Data Tutorial Lesson Plans Tutorial Attendance	6/2/2017 weekly
G2.B3.S2.A1 A301856	Provide teachers time to plan collaboratively with their teams.	Robinson, Jill	9/1/2016	Student data Walkthroughs	6/2/2017 weekly
G2.B3.S2.MA1 M306462	Administrators, SSCC and Instructional Coaches will conduct classroom walks to determine evidence...	Robinson, Jill	9/1/2016	Team meeting notes, lesson plans, learning goals and scales,	6/2/2017 weekly
G1.B10.S1.MA1 M306448	Administrative and instructional coach walkthroughs will be conducted.	Robinson, Jill	9/1/2016	Walkthrough notes, student data, student journals, student interviews.	6/2/2017 daily

**Palm Beach - 1861 - Indian Pines Elementary School - 2016-17 SIP**  
*Indian Pines Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B10.S1.MA1 M306449	Principal and assistant principal will attend all PLC meetings	Robinson, Jill	9/1/2016	Sign-in sheets, discussion notes from weekly Instructional Leadership meetings.	6/2/2017 weekly
G1.B10.S1.MA3 M306450	Monitor student data, Title I Reflection template	Robinson, Jill	9/1/2016	FSQ and Unit Assessments, iReady data, RRR, data chats	6/2/2017 one-time
G1.MA3 M306455	SAC and PTO Agendas	Morency-Innocent, Marceline	9/1/2016	Sign In Sheets, Parent Survey	6/2/2017 monthly
G1.B10.S1.A2 A301846	Resource teachers and academic tutors will provide small group instruction via push-in/pull out,...	Robinson, Jill	9/1/2016	Schedules, list of students, student assessment data, lesson plans	6/2/2017 daily
G2.B3.S1.MA1 M306460	Conduct Walkthroughs, Observations and analyze Student Data and content journals.		9/1/2016	Walkthrough and Observations notes, Assessment data, sign-in sheets, agendas.	6/2/2017 monthly
G2.B3.S1.A1 A301850	Single School Culture Coordinator, Math Coach and Reading Coach will provide Professional...	Ebersold, Jennifer	9/1/2016	Lesson Plans Walkthroughs Data Analysis	6/2/2017 daily
G2.B3.S1.A2 A301851	Teachers will be provided time to plan and collaborate on lessons to ensure ultimate student...	Robinson, Jill	9/1/2016	Lesson Plans Walkthroughs Data Analysis Agenda Items Agenda Notes	6/2/2017 weekly
G2.B3.S1.A3 A301852	Members of the Academic Team will research and discuss through book study how to build academic...	Robinson, Jill	9/1/2016	Student centered learning activities Walkthroughs Common discussions with teachers regarding expectations and rigor Student data Student engagement	6/2/2017 one-time
G2.B3.S2.MA1 M306461	Administration, SSCC and Instructional Coaches will consistently analyze student data.		9/1/2016	Student data from FSQ's, Unit Assessments, iReady data, RRR	6/2/2017 biweekly
G1.B10.S2.A2 A301848	Determine PD needs based on walkthrough observations and provide additional individual support as...	Dinkin, Nancy	9/1/2016	Coaches logs, email correspondence to supported teachers, pre/post observations, lesson plans from lessons modeled.	6/2/2017 weekly
G1.B10.S2.A1 A301847	Administration, SSCC and academic coaches walk classrooms to observe that learned strategies are...	Robinson, Jill	9/1/2016	Walkthrough notes, teacher feedback, Instructional Meeting discussions, reflection data	6/2/2017 daily
G1.B7.S2.MA1 M306446	Student improvement in classroom (RRR/FSQ)	Cox, Madeliene	9/1/2016	RRR, iReady and FSQ Data	6/2/2017 monthly
G1.B7.S2.MA1 M306447	Parent and Staff Surveys, Parent Attendance	Cox, Madeliene	9/1/2016	Parent and Staff Survey, Student Engagement in Classroom, Parent Sign In Sheets,	6/2/2017 quarterly
G1.B7.S2.A1 A301838	Provide a source of daily communication between school and home.	Robinson, Jill	9/1/2016	Agenda Invoice Increase in parent participation	6/2/2017 daily
G1.B7.S2.A2 A301839	Translation of information during school-wide parent meetings.	Cox, Madeliene	9/1/2016	Translation equipment being utilized Increased parental participation and input Meeting Sign-in sheets	6/2/2017 daily
G1.B7.S2.A3 A301840	Survey all stakeholders on needed services and trainings.	Morency-Innocent, Marceline	9/1/2016	Feedback at SAC/PTO Meetings, Exit Survey Teacher Input Data Analysis of SWS	6/2/2017 monthly
G1.B7.S2.A4 A301841	Plan with Coaches, SSCC and Admin. to provide needed trainings.	Ebersold, Jennifer	9/1/2016	Meeting Agendas Meeting Notes Training material samples	6/2/2017 monthly
G1.B7.S2.A5 A301842	Set dates for needed trainings.	Robinson, Jill	9/1/2016	Master Calendar	6/2/2017 monthly
G1.B7.S2.A6 A301843	Provide trainings as detailed in PIP including Indian Pines Elementary - Teacher Parent Team Program	Ebersold, Jennifer	9/1/2016	Invitations, Meeting Agendas, presentations/handouts, parent evaluations, evidence of interactive training	6/2/2017 monthly

**Palm Beach - 1861 - Indian Pines Elementary School - 2016-17 SIP**  
*Indian Pines Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S2.A7 A301844	Reflect on trainings provided.	Robinson, Jill	9/1/2016	Student Outcomes Data Analysis Training Agenda Participant Feedback Participant Survey	6/2/2017 monthly
G1.B10.S2.MA1 M306451	Administrators will conduct administrative walkthroughs and observations.	Robinson, Jill	9/1/2016	Walkthrough and observation notes	6/2/2017 daily
G1.B10.S2.MA1 M306452	Informal/formal observations and walkthroughs conducted by administration to ensure adherence to...	Robinson, Jill	9/1/2016	Observation and walkthrough notes, notes from academic team meetings, feedback to coaches on observation reflections.	6/2/2017 daily
G2.B3.S4.A1 A301860	Provide transportation for off-campus field trips.	Robinson, Jill	9/1/2016	Parent signed student permission slips Completed field trip packets Transportation invoices	6/2/2017 monthly
G1.B7.S1.A3 A301832	Facilitate Literacy Committee meets to plan celebrations.	Dinkin, Nancy	9/7/2016	Literacy Committee Notes	6/2/2017 monthly
G2.B3.S1.A6 A301855	Provide teacher survey to determine PD effectiveness and identify additional needs.	Ebersold, Jennifer	10/1/2016	Teacher surveys	6/2/2017 quarterly
G2.B3.S3.MA1 M306464	Identify students eligible for Tutorial program by analyzing student data.	Cox, Madeliene	10/3/2016	FSA and iReady diagnostic data.	10/7/2016 one-time
G1.B7.S1.A4 A301833	Develop cultural events for staff	Dinkin, Nancy	10/3/2016		6/2/2017 every-6-weeks
G2.B3.S1.A4 A301853	Provide Professional Development on the use of the Lucy Notes and the Writing Block.	Dinkin, Nancy	10/3/2016	Lesson Plans Walkthroughs PBPA results	6/2/2017 monthly
G1.B7.S1.A7 A301836	Celebration of Cultures Activities	Dinkin, Nancy	10/3/2016	Parent Newsletter Marquee Notices sent home Photographs Communication Journals Student/Staff feedback	6/2/2017 every-6-weeks
G1.B7.S1.A8 A301837	Reflect on event for future planning.	Dinkin, Nancy	10/3/2016	Exit Survey Teachers Parent Survey Student Participation	6/2/2017 every-6-weeks
G1.B7.S1.A6 A301835	Teachers prepare and plan for cultural events.	Dinkin, Nancy	10/3/2016	Lesson plans Invites/Parent Communication	6/2/2017 every-6-weeks
G1.B7.S1.A5 A301834	Inform and educate staff of school-wide cultural events.	Robinson, Jill	10/3/2016	IPES Eagle's Nest News (ENN) Faculty Meeting Agendas Grade Chair Notes Emails	6/2/2017 weekly
G2.B3.S1.A5 A301854	Provide opportunities for on site and off campus professional development aligned to teachers'...	Dinkin, Nancy	10/3/2016	Lesson Plans Walkthroughs PBPA results	6/2/2017 every-3-weeks
G2.B3.S2.A2 A301857	Building instructional leaders capacity to support teachers in collaborative planning.	Robinson, Jill	10/10/2016	Registration for PLC training with the Grapple Institute, TDE's, Agenda	10/12/2016 one-time
G2.B3.S3.MA3 M306465	Obtain parental consent for student participation in the tutorial program.	Cox, Madeliene	10/10/2016	Signed parental consent forms.	10/17/2016 one-time
G2.B3.S3.MA4 M306466	Purchase tutorial materials.	Cox, Madeliene	10/17/2016	Purchase receipts.	10/17/2016 one-time
G2.B3.S3.MA5 M306467	Hire tutors based on confirmed student participation.	Cox, Madeliene	10/17/2016	Tutor Time Sheets	10/21/2016 one-time
G2.B3.S3.MA1 M306463	Monitor student attendance in tutorial program.	Cox, Madeliene	10/24/2016	Student sign-in sheets.	2/24/2017 biweekly

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the number of students reading on grade level by third grade.

**G1.B10** Planning for differentiated instruction with fidelity in an inclusive setting.

**G1.B10.S1** Provide teaching strategies that target the Florida standards and address the needs of the individual student.

### **PD Opportunity 1**

Provide time for collaborative job embedded professional development during weekly PLC meetings.

#### **Facilitator**

SSCC, Instructional Coaches

#### **Participants**

Teachers, SSCC, Instructional Coaches

#### **Schedule**

Weekly, from 9/1/2016 to 6/2/2017

**G1.B10.S2** Conducting coaching/instructional walks that identify teaching methods in need of support and provide immediate coaching in assistance and support.

### **PD Opportunity 1**

Determine PD needs based on walkthrough observations and provide additional individual support as needed.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers, instructional coaches, SSCC

#### **Schedule**

Weekly, from 9/1/2016 to 6/2/2017

**G2.** If all teachers analyze data to determine the instructional needs of their students to precisely plan and deliver rigorous instruction, then we will improve students performance in all subject areas and be able to target the specific skills and strategies for students to become successful.

**G2.B3** Lack of differentiated instruction in classrooms.

**G2.B3.S1** Provide Professional Development Opportunities in ELA, Writing, Science and Math that increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.

**PD Opportunity 1**

Single School Culture Coordinator, Math Coach and Reading Coach will provide Professional Development during PLC's as well as offer trainings using data from trends and patterns seen campus wide.

**Facilitator**

Ebersold, Jennifer

**Participants**

S SCC, Coaches, Teachers, Admin.

**Schedule**

Daily, from 9/1/2016 to 6/2/2017

**PD Opportunity 2**

Provide Professional Development on the use of the Lucy Notes and the Writing Block.

**Facilitator**

**Participants**

**Schedule**

Monthly, from 10/3/2016 to 6/2/2017



### PD Opportunity 3

Provide opportunities for on site and off campus professional development aligned to teachers' professional growth plans, including using data from PBPA to drive small group instruction

#### Facilitator

District, state and national professional developers

#### Participants

Content Area Teachers

#### Schedule

Every 3 Weeks, from 10/3/2016 to 6/2/2017

**G2.B3.S2** Create collaboration teams to share and discuss methodology for student success during and outside the school day.

### PD Opportunity 1

Building instructional leaders capacity to support teachers in collaborative planning.

#### Facilitator

The Grapple Institute

#### Participants

Principal, Assistant Principal, SSCC, instructional Coaches

#### Schedule

On 10/12/2016

## VI. Technical Assistance Items

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

## VII. Budget

### Budget Data

1	G1.B10.S1.A1	Provide time for collaborative job embedded professional development during weekly PLC meetings.				\$0.00
2	G1.B10.S1.A2	Resource teachers and academic tutors will provide small group instruction via push-in/pull out, track student progress, provide interventions based on individual student needs.				\$133,439.94
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	1861 - Indian Pines Elementary School	Title I Part A	0.5	\$33,171.23
	<i>Notes: .5 Math resource teacher (Ebersold) to provide customized instructional programming.</i>					
	5100	120-Classroom Teachers	1861 - Indian Pines Elementary School	Title I Part A	0.5	\$33,171.23
	<i>Notes: .5 Reading resource teacher (Dinkin) to provide customized instructional programming.</i>					
	5100	160-Other Support Personnel	1861 - Indian Pines Elementary School	Title I Part A	1.0	\$33,926.25
	<i>Notes: Academic Tutor (Hall)</i>					
	5100	120-Classroom Teachers	1861 - Indian Pines Elementary School	Title I Part A	0.5	\$33,171.23
	<i>Notes: 0.5 resource teacher (Stewart-Thomas)</i>					
3	G1.B10.S2.A1	Administration, SSCC and academic coaches walk classrooms to observe that learned strategies are used effectively.				\$0.00
4	G1.B10.S2.A2	Determine PD needs based on walkthrough observations and provide additional individual support as needed.				\$0.00
5	G1.B7.S1.A1	Determine cultural celebrations to be celebrated for this year and student projects associated with celebrating diversity.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$1,200.00
	<i>Notes: Color/white copy paper, poster board, science boards, markers, crayons, glue, yarn, highlighters, post it notes, paint, pencils, pens, computer ink ink, construction paper</i>					
6	G1.B7.S1.A2	Place celebrations on Master Calendar.				\$0.00
7	G1.B7.S1.A3	Facilitate Literacy Committee meets to plan celebrations.				\$0.00

## Budget Data

8	G1.B7.S1.A4	Develop cultural events for staff				\$0.00
9	G1.B7.S1.A5	Inform and educate staff of school-wide cultural events.				\$0.00
10	G1.B7.S1.A6	Teachers prepare and plan for cultural events.				\$0.00
11	G1.B7.S1.A7	Celebration of Cultures Activities				\$0.00
12	G1.B7.S1.A8	Reflect on event for future planning.				\$0.00
13	G1.B7.S2.A1	Provide a source of daily communication between school and home.				\$8,754.70
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$1,500.00
			<i>Notes: Communication Folders, Home School Connection Newsletters Color/white copy paper and ink</i>			
	6150	225000-POSTAGE	1861 - Indian Pines Elementary School	Title I Part A		\$254.70
			<i>Notes: Postage</i>			
	6150	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$1,000.00
			<i>Notes: Parent engagement activities, trainings outlined in PIP. (Paper and ink for parent communication)</i>			
	6150	750-Other Personal Services	1861 - Indian Pines Elementary School	Title I Part A		\$2,000.00
			<i>Notes: IPES Teacher Parent Trainings for K-2 (Subs for planning parent trainings)</i>			
	6150	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$2,500.00
			<i>Notes: IPES Teacher Parent Trainings for K-2 (supplies - folders, labels, colored dots, paper, card stock, ink, tape, staples, paper clips, pencils, pens, highlighters, chart paper, chart markers, etc...)</i>			
	6150	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$1,500.00
			<i>Notes: Student Agendas</i>			
14	G1.B7.S2.A2	Translation of information during school-wide parent meetings.				\$0.00
15	G1.B7.S2.A3	Survey all stakeholders on needed services and trainings.				\$0.00
16	G1.B7.S2.A4	Plan with Coaches, SSCC and Admin. to provide needed trainings.				\$0.00
17	G1.B7.S2.A5	Set dates for needed trainings.				\$0.00
18	G1.B7.S2.A6	Provide trainings as detailed in PIP including Indian Pines Elementary - Teacher Parent Team Program				\$4,726.97
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Budget Data						
	6150	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$2,726.97
			<i>Notes: IPE-TPT supplies: paper, ink, chart paper/markers, post-its, highlighters, card stock, construction paper, pens, pencils, folders, poster board, science boards, crayons, glue, yarn, paint</i>			
	6150	750-Other Personal Services	1861 - Indian Pines Elementary School	Title I Part A		\$2,000.00
			<i>Notes: Substitutes for parent conferences</i>			
<b>19</b>	<b>G1.B7.S2.A7</b>	<b>Reflect on trainings provided.</b>				<b>\$0.00</b>
<b>20</b>	<b>G2.B3.S1.A1</b>	<b>Single School Culture Coordinator, Math Coach and Reading Coach will provide Professional Development during PLC's as well as offer trainings using data from trends and patterns seen campus wide.</b>				<b>\$78,954.56</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1861 - Indian Pines Elementary School	Title I Part A		\$36,577.28
			<i>Notes: .5 Math Coach (Ebersold)</i>			
	6400	644-Computer Hardware Non-Capitalized	1861 - Indian Pines Elementary School	Title I Part A		\$1,000.00
			<i>Notes: The purchase of lap tops for coaches and LTF to provide ongoing discussions around student and class data with teachers and administration.</i>			
	6400	130-Other Certified Instructional Personnel	1861 - Indian Pines Elementary School	Title I Part A		\$36,577.28
			<i>Notes: .5 Reading Coach (Dinkin)</i>			
	6400	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$2,400.00
			<i>Notes: Math Coach supplies to include paper and ink for EDW reports, chart paper, highlighters, writing utensils, professional books, math manipulatives, supplemental math resources, etc.</i>			
	6400	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$2,400.00
			<i>Notes: Reading Coach supplies to include paper and ink for EDW reports, chart paper, highlighters, writing utensils, professional books, supplemental Reading resources, etc.</i>			
<b>21</b>	<b>G2.B3.S1.A2</b>	<b>Teachers will be provided time to plan and collaborate on lessons to ensure ultimate student learning.</b>				<b>\$31,898.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1861 - Indian Pines Elementary School	Title I Part A		\$14,898.00
			<i>Notes: PRT and benefits for collaboration outside of contract time</i>			
	6400	750-Other Personal Services	1861 - Indian Pines Elementary School	Title I Part A		\$10,000.00
			<i>Notes: Substitutes for teacher collaboration during the school day</i>			

Budget Data						
	6400	100-Salaries	1861 - Indian Pines Elementary School	Title I Part A		\$3,500.00
			<i>Notes: Summer collegial planning</i>			
	6400	100-Salaries	1861 - Indian Pines Elementary School	Title I Part A		\$3,500.00
			<i>Notes: Summer collegial planning</i>			
22	G2.B3.S1.A3	<b>Members of the Academic Team will research and discuss through book study how to build academic capacity through building student relationships.</b>				<b>\$0.00</b>
23	G2.B3.S1.A4	<b>Provide Professional Development on the use of the Lucy Notes and the Writing Block.</b>				<b>\$0.00</b>
24	G2.B3.S1.A5	<b>Provide opportunities for on site and off campus professional development aligned to teachers' professional growth plans, including using data from PBPA to drive small group instruction</b>				<b>\$4,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	1861 - Indian Pines Elementary School	Title I Part A		\$1,400.00
			<i>Notes: Registration and travel for FAU Stem conference</i>			
	6400	330-Travel	1861 - Indian Pines Elementary School	Title I Part A		\$3,000.00
			<i>Notes: FASA conference, Model Schools</i>			
25	G2.B3.S1.A6	<b>Provide teacher survey to determine PD effectiveness and identify additional needs.</b>				<b>\$0.00</b>
26	G2.B3.S2.A1	<b>Provide teachers time to plan collaboratively with their teams.</b>				<b>\$0.00</b>
27	G2.B3.S2.A2	<b>Building instructional leaders capacity to support teachers in collaborative planning.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	1861 - Indian Pines Elementary School	Title I Part A		\$2,000.00
			<i>Notes: Grapple Institute PLC Training for 5.</i>			
28	G2.B3.S3.A1	<b>Provide extended learning opportunities in Reading, Writing, Math or Science</b>				<b>\$44,719.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1861 - Indian Pines Elementary School	Title I Part A		\$23,000.00
			<i>Notes: Tutorial PRT and benefits</i>			
	5100	750-Other Personal Services	1861 - Indian Pines Elementary School	Title I Part A		\$21,719.00

<b>Budget Data</b>						
				<i>Notes: Subs (out of system tutors) - provide small group instruction (pushing/pull-out support)</i>		
<b>29</b>	<b>G2.B3.S3.A2</b>	<b>Purchase academic materials to support tutorial program and extended day instruction.</b>				<b>\$8,100.85</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	1861 - Indian Pines Elementary School	Title I Part A		\$350.00
				<i>Notes: Academic Materials (838) - Reading A-Z</i>		
	5100	510-Supplies	1861 - Indian Pines Elementary School	Title I Part A		\$7,000.85
				<i>Notes: Academic Materials (839) - Scholastic News, Social Studies Weekly, classroom libraries, book bins and baskets, chart paper, post-it notes, copy paper, ink, composition notebooks, chart markers, pencils, highlights, math manipulative, etc...</i>		
	5100	640-Furniture, Fixtures and Equipment	1861 - Indian Pines Elementary School	Title I Part A		\$750.00
				<i>Notes: Academic Materials (840) -Easels, academic carpets</i>		
<b>30</b>	<b>G2.B3.S4.A1</b>	<b>Provide transportation for off-campus field trips.</b>				<b>\$2,573.70</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	790-Miscellaneous Expenses	1861 - Indian Pines Elementary School	Title I Part A		\$1,573.70
				<i>Notes: Hands-on learning experiences through on/off site field trips. (Transportation)</i>		
	5100	300-Purchased Services	1861 - Indian Pines Elementary School	Title I Part A		\$1,000.00
				<i>Notes: Hands-on learning experiences through on/off site field trips. (Consultants for on-site field trips)</i>		
					<b>Total:</b>	<b>\$320,767.72</b>