School Demographics

<table>
<thead>
<tr>
<th>School Type and Grades Served</th>
<th>2015-16 Title I School</th>
<th>2015-16 Economically Disadvantaged (FRL) Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School PK-5</td>
<td>Yes</td>
<td>97%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Service Type</th>
<th>Charter School</th>
<th>2015-16 Minority Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 General Education</td>
<td>No</td>
<td>96%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>C*</td>
<td>D</td>
<td>C</td>
</tr>
</tbody>
</table>

*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](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

<table>
<thead>
<tr>
<th>DA Category</th>
<th>Region</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not In DA</td>
<td>Southeast</td>
<td>Gayle Sitter</td>
</tr>
<tr>
<td>Former F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnaround Status</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>
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:
The number of students identified by the system as exhibiting two or more early warning indicators:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>94</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robinson, Jill</td>
<td>Principal</td>
</tr>
<tr>
<td>Cox, Madeliene</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Dinkin, Nancy</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Ebersold, Jennifer</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marceline Morency-Innocent</td>
<td>Teacher</td>
</tr>
<tr>
<td>Judy Mulder</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Student</td>
</tr>
</tbody>
</table>

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 at 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robinson, Jill</td>
<td>Principal</td>
</tr>
<tr>
<td>Cox, Madeliene</td>
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<tr>
<td>Dinkin, Nancy</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Ebersold, Jennifer</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

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 student's 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. Research 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.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement</td>
<td>37.0</td>
</tr>
<tr>
<td>FSA ELA Achievement</td>
<td>63.0</td>
</tr>
<tr>
<td>Literacy Rate - Kindergarten</td>
<td>67.0</td>
</tr>
<tr>
<td>Literacy Rate - Grade 1</td>
<td>66.0</td>
</tr>
<tr>
<td>Literacy Rate - Grade 2</td>
<td>55.0</td>
</tr>
<tr>
<td>ELA Achievement District Assessment</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

- 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

- 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
- DOJ0
Plan to Monitor Progress Toward G1.

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.

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.

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.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA Mathematics Achievement</td>
<td>31.0</td>
</tr>
<tr>
<td>FSA ELA Achievement</td>
<td>31.0</td>
</tr>
<tr>
<td>FCAT 2.0 Science Proficiency</td>
<td>53.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal
- Lack of differentiated instruction in classrooms.

Resources Available to Support the Goal
- Think Central
- Math coach
- Go Math- Textbook Resource
- DA IFC- Blender
- Fast Math
- iReady

Plan to Monitor Progress Toward G2.
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.

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.

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.

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.

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.

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.

**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**

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**

Place celebrations on Master Calendar.

- **Person Responsible**
  Madeliene Cox

- **Schedule**
  On 10/1/2016

- **Evidence of Completion**
  Master Schedule
Action Step 3

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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
**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**

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**

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

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

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

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.

**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**

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**

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

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

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.

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.

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

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

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
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

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

Provide opportunites for on site and off campus professinal 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

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

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
Walkthough 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.

**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**

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**

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

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

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.

**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**

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**

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

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

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

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

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

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.
**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**

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**

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

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B7.S1.A1</td>
<td>Determine cultural celebrations to be celebrated for this year and student projects associated with...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Master Schedule</td>
<td>10/3/2016 one-time</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>Professional development in Core subjects, learning stations, small group instruction, content...</td>
<td>Ebersold, Jennifer</td>
<td>9/1/2016</td>
<td>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,</td>
<td>6/2/2017 biweekly</td>
</tr>
<tr>
<td>G2.MA2</td>
<td>RRR, Performance Matters, SRI, FAIR,</td>
<td>Dinkin, Nancy</td>
<td>9/1/2016</td>
<td>UOS Planning Notes, Lesson Plans, Visit Logs</td>
<td>6/2/2017 biweekly</td>
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<tr>
<td>G2.MA4</td>
<td>Walkthroughs, class demonstrations, Performance Matters</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Lesson plans, IFC's</td>
<td>6/2/2017 biweekly</td>
</tr>
<tr>
<td>G1.MA1</td>
<td>Survey parents to determine how they learned of the event.</td>
<td>Morency-Innocent, Marceline</td>
<td>9/1/2016</td>
<td>Review of surveys during weekly Academic Meeting.</td>
<td>6/2/2017 monthly</td>
</tr>
<tr>
<td>G2.B3.S2.A1</td>
<td>Administrators, SSCC and Instructional Coaches will conduct classroom walks to determine evidence...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Team meeting notes, lesson plans, learning goals and scales,</td>
<td>6/2/2017 weekly</td>
</tr>
<tr>
<td>G1.B10.S1.A1</td>
<td>Administrative and instructional coach walkthroughs will be conducted.</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Walkthrough notes, student data, student journals, student interviews.</td>
<td>6/2/2017 daily</td>
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<tr>
<td>G1.B10.S1.MA1</td>
<td>Principal and assistant principal will attend all PLC meetings</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Sign-in sheets, discussion notes from weekly Instructional Leadership meetings.</td>
<td>6/2/2017 weekly</td>
</tr>
<tr>
<td>G1.B10.S1.MA3</td>
<td>Monitor student data, Title I Reflection template</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>FSQ and Unit Assessments, iReady data, RRR, data chats</td>
<td>6/2/2017 one-time</td>
</tr>
<tr>
<td>G1.B10.S1.A2</td>
<td>Resource teachers and academic tutors will provide small group instruction via push-in/pull out,...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Schedules, list of students, student assessment data, lesson plans</td>
<td>6/2/2017 daily</td>
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<tr>
<td>G2.B3.S1.A1</td>
<td>Single School Culture Coordinator, Math Coach and Reading Coach will provide Professional...</td>
<td>Ebersold, Jennifer</td>
<td>9/1/2016</td>
<td>Lesson Plans Walkthroughs Data Analysis</td>
<td>6/2/2017 daily</td>
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<td>G2.B3.S1.A2</td>
<td>Teachers will be provided time to plan and collaborate on lessons to ensure ultimal student...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Lesson Plans Walkthroughs Data Analysis Agenda Items Agenda Notes</td>
<td>6/2/2017 weekly</td>
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<td>G2.B3.S1.A3</td>
<td>Members of the Academic Team will research and discuss through book study how to build academic...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Student centered learning activities Walkthroughs Common discussions with teachers regarding expectations and rigor Student data Student engagement</td>
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<td>G2.B3.S2.MA1</td>
<td>Administration, SSCC and Instructional Coaches will consistently analyze student data.</td>
<td></td>
<td>9/1/2016</td>
<td>Student data from FSQ's, Unit Assessments, iReady data, RRR, data chats</td>
<td>6/2/2017 biweekly</td>
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<tr>
<td>G1.B10.S2.A2</td>
<td>Determine PD needs based on walkthrough observations and provide additional individual support as...</td>
<td>Dinkin, Nancy</td>
<td>9/1/2016</td>
<td>Coaches logs, email correspondence to supported teachers, pre/post observations, lesson plans from lessons modeled.</td>
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<td>G1.B10.S2.A1</td>
<td>Administration, SSCC and academic coaches walk classrooms to observe that learned strategies are...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Walkthrough notes, teacher feedback, Instructional Meeting discussions, reflection data</td>
<td>6/2/2017 daily</td>
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<tr>
<td>G1.B7.S2.MA1</td>
<td>Student improvement in classroom (RRR/FSQ)</td>
<td>Cox, Madeliene</td>
<td>9/1/2016</td>
<td>RRR, iReady and FSQ Data</td>
<td>6/2/2017 monthly</td>
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<tr>
<td>G1.B7.S2.MA1</td>
<td>Parent and Staff Surveys, Parent Attendance</td>
<td>Cox, Madeliene</td>
<td>9/1/2016</td>
<td>Parent and Staff Survey, Student Engagement in Classroom, Parent Sign In Sheets,</td>
<td>6/2/2017 quarterly</td>
</tr>
<tr>
<td>G1.B7.S2.A6</td>
<td>Provide trainings as detailed in PIP including Indian Pines Elementary - Teacher Parent Team Program</td>
<td>Ebersold, Jennifer</td>
<td>9/1/2016</td>
<td>Invitations, Meeting Agendas, presentations/handouts, parent evaluations, evidence of interactive training</td>
<td>6/2/2017 monthly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
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</tr>
<tr>
<td>G1.B10.S2.MA1.M306452</td>
<td>Informal/formal observations and walkthroughs conducted by administration to ensure adherence to...</td>
<td>Robinson, Jill</td>
<td>9/1/2016</td>
<td>Observation and walkthrough notes, notes from academic team meetings, feedback to coaches on observation reflections.</td>
<td>6/2/2017 daily</td>
</tr>
<tr>
<td>G1.B7.S1.A3.A301832</td>
<td>Facilitate Literacy Committee meets to plan celebrations.</td>
<td>Dinkin, Nancy</td>
<td>9/7/2016</td>
<td>Literacy Committee Notes</td>
<td>6/2/2017 monthly</td>
</tr>
<tr>
<td>G2.B3.S2.A2.A301857</td>
<td>Building instructional leaders capacity to support teachers in collaborative planning.</td>
<td>Robinson, Jill</td>
<td>10/10/2016</td>
<td>Registration for PLC training with the Grapple Institute, TDE’s, Agenda</td>
<td>10/12/2016 one-time</td>
</tr>
</tbody>
</table>
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
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.

Lack of differentiated instruction in classrooms.

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**

SSCC, 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

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>2016-17</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G1.B10.S1.A1</td>
<td>Provide time for collaborative job embedded professional development during weekly PLC meetings.</td>
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<td>$0.00</td>
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<tr>
<td>2</td>
<td>G1.B10.S1.A2</td>
<td>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.</td>
<td></td>
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<td>$133,439.94</td>
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<td>3</td>
<td>G1.B10.S2.A1</td>
<td>Administration, SSCC and academic coaches walk classrooms to observe that learned strategies are used effectively.</td>
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<td>4</td>
<td>G1.B10.S2.A2</td>
<td>Determine PD needs based on walkthrough observations and provide additional individual support as needed.</td>
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<td>5</td>
<td>G1.B7.S1.A1</td>
<td>Determine cultural celebrations to be celebrated for this year and student projects associated with celebrating diversity.</td>
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<td>$1,200.00</td>
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<tr>
<td>6</td>
<td>G1.B7.S1.A2</td>
<td>Place celebrations on Master Calendar.</td>
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<td>7</td>
<td>G1.B7.S1.A3</td>
<td>Facilitate Literacy Committee meets to plan celebrations.</td>
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<td>Function</td>
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<td>G1.B7.S1.A4</td>
<td>Develop cultural events for staff</td>
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<td>G1.B7.S1.A5</td>
<td>Inform and educate staff of school-wide cultural events.</td>
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<td>G1.B7.S1.A6</td>
<td>Teachers prepare and plan for cultural events.</td>
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<td>G1.B7.S1.A7</td>
<td>Celebration of Cultures Activities</td>
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<td>G1.B7.S1.A8</td>
<td>Reflect on event for future planning.</td>
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<td>G1.B7.S2.A1</td>
<td>Provide a source of daily communication between school and home.</td>
<td>$8,754.70</td>
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<td>510-Supplies</td>
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<td>Title I Part A</td>
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<td></td>
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<td>Notes: Communication Folders, Home School Connection Newsletters Color/white copy paper and ink</td>
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<td>6150</td>
<td>225000-POSTAGE</td>
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<td>6150</td>
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<td>1861 - Indian Pines Elementary School</td>
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<td>Notes: Parent engagement activities, trainings outlined in PIP. (Paper and ink for parent communication)</td>
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<td>Notes: IPES Teacher Parent Trainings for K-2 (Subs for planning parent trainings)</td>
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<td>6150</td>
<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$2,500.00</td>
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<tr>
<td></td>
<td></td>
<td>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...)</td>
<td></td>
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<tr>
<td>6150</td>
<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
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<td></td>
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<td>Notes: Student Agendas</td>
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<td>G1.B7.S2.A2</td>
<td>Translation of information during school-wide parent meetings.</td>
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<td>G1.B7.S2.A3</td>
<td>Survey all stakeholders on needed services and trainings.</td>
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<td>G1.B7.S2.A4</td>
<td>Plan with Coaches, SSCC and Admin. to provide needed trainings.</td>
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<td>G1.B7.S2.A5</td>
<td>Set dates for needed trainings.</td>
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<td>G1.B7.S2.A6</td>
<td>Provide trainings as detailed in PIP including Indian Pines Elementary - Teacher Parent Team Program</td>
<td>$4,726.97</td>
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</table>
## Budget Data

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<th>Function</th>
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<th>Budget Focus</th>
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<tr>
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<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$2,726.97</td>
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</tr>
<tr>
<td>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</td>
<td></td>
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<tr>
<td>6150</td>
<td>750-Other Personal Services</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$2,000.00</td>
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</tr>
<tr>
<td>Notes: Substitutes for parent conferences</td>
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<td>19</td>
<td>G1.B7.S2.A7</td>
<td>Reflect on trainings provided.</td>
<td>$0.00</td>
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<td>20</td>
<td>G2.B3.S1.A1</td>
<td>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.</td>
<td>$78,954.56</td>
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<td>6400</td>
<td>130-Other Certified Instructional Personnel</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$36,577.28</td>
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<tr>
<td>Notes: .5 Math Coach (Ebersold)</td>
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<tr>
<td>6400</td>
<td>644-Computer Hardware Non-Capitalized</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$1,000.00</td>
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</tr>
<tr>
<td>Notes: The purchase of lap tops for coaches and LTF to provide ongoing discussions around student and class data with teachers and administration.</td>
<td></td>
<td></td>
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<tr>
<td>6400</td>
<td>130-Other Certified Instructional Personnel</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$36,577.28</td>
<td></td>
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<tr>
<td>Notes: .5 Reading Coach (Dinkin)</td>
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<tr>
<td>6400</td>
<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$2,400.00</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>6400</td>
<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$2,400.00</td>
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<tr>
<td>Notes: Reading Coach supplies to include paper and ink for EDW reports, chart paper, highlighters, writing utensils, professional books, supplemental Reading resources, etc.</td>
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<tr>
<td>21</td>
<td>G2.B3.S1.A2</td>
<td>Teachers will be provided time to plan and collaborate on lessons to ensure ultimate student learning.</td>
<td>$31,898.00</td>
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<tr>
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<td>100-Salaries</td>
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<td>Notes: PRT and benefits for collaboration outside of contract time</td>
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<td>6400</td>
<td>750-Other Personal Services</td>
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<td>Title I Part A</td>
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<tr>
<td>Notes: Substitutes for teacher collaboration during the school day</td>
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### Budget Data

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<th>FTE</th>
<th>2016-17</th>
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<td>Title I Part A</td>
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<td></td>
<td>Notes: Summer collegial planning</td>
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<td>6400</td>
<td>100-Salaries</td>
<td>1861 - Indian Pines Elementary School</td>
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<td></td>
<td>Notes: Summer collegial planning</td>
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<tr>
<td>22</td>
<td>G2.B3.S1.A3</td>
<td>Members of the Academic Team will research and discuss through book study how to build academic capacity through building student relationships.</td>
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<td>$0.00</td>
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<tr>
<td>23</td>
<td>G2.B3.S1.A4</td>
<td>Provide Professional Development on the use of the Lucy Notes and the Writing Block.</td>
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<td>24</td>
<td>G2.B3.S1.A5</td>
<td>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</td>
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<td>$4,400.00</td>
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<td></td>
<td>Notes: Registration and travel for FAU Stem conference</td>
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<tr>
<td>6400</td>
<td>330-Travel</td>
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<tr>
<td></td>
<td>Notes: FASA conference, Model Schools</td>
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<td>25</td>
<td>G2.B3.S1.A6</td>
<td>Provide teacher survey to determine PD effectiveness and identify additional needs.</td>
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<td>26</td>
<td>G2.B3.S2.A1</td>
<td>Provide teachers time to plan collaboratively with their teams.</td>
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<td>27</td>
<td>G2.B3.S2.A2</td>
<td>Building instructional leaders capacity to support teachers in collaborative planning.</td>
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<tr>
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<td>330-Travel</td>
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<tr>
<td></td>
<td>Notes: Grapple Institute PLC Training for 5.</td>
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<tr>
<td>28</td>
<td>G2.B3.S3.A1</td>
<td>Provide extended learning opportunities in Reading, Writing, Math or Science</td>
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<td>$44,719.00</td>
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</tbody>
</table>
## Budget Data

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5100</td>
<td>360-Rentals</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$350.00</td>
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<tr>
<td>5100</td>
<td>510-Supplies</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
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<tr>
<td>5100</td>
<td>640-Furniture, Fixtures and Equipment</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
<td>$750.00</td>
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</tr>
</tbody>
</table>

### Notes:
- Academic Materials (838) - Reading A-Z
- 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...
- Academic Materials (840) - Easels, academic carpets

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7800</td>
<td>790-Miscellaneous Expenses</td>
<td>1861 - Indian Pines Elementary School</td>
<td>Title I Part A</td>
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<td>Title I Part A</td>
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</tbody>
</table>

### Notes:
- Hands-on learning experiences through on/off site field trips. (Transportation)
- Hands-on learning experiences through on/off site field trips. (Consultants for on-site field trips)

**Total:** $320,767.72