

The School District of Palm Beach County

# Indian Pines Elementary School



2017-18 Schoolwide Improvement Plan

## Indian Pines Elementary School

6000 OAK ROYAL DR, Lake Worth, FL 33463

<https://ipes.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	D

*\*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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>28</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>29</b>
Professional Development Opportunities	29
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>32</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Indian Pines Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## 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 high school and college graduates, as well as 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 engaging environment that is clean, safe and orderly that promotes analytical thinking to help ensure student academic and social 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 Month, Haitian Heritage Day, Black History Month, School-wide cultural fair and different literacy selections. 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, each month each class selects a School or Community Project to donate their time energy and effort in improving. This program is utilized to teach and foster self-respect, respect for others, leadership, academic excellence and etiquette. The feel of our front office is welcoming and is family and student centered. 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, "Eagles Buck\$", Eagle Chips and DOJO Day. 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. At IPES we have found great success in using the Morning Meeting approach to teaching social and class expectations. To further meet the needs of our most fragile students, we have implemented the "Beat for Peace" Program.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 2016-2017 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.

Classes with 100% attendance are recognized on their door brag boards and on the morning announcements.

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	11	9	6	6	10	9	0	0	0	0	0	0	0	51
One or more suspensions	4	6	3	14	6	16	0	0	0	0	0	0	0	49
Course failure in ELA or Math	43	42	42	75	44	70	0	0	0	0	0	0	0	316
Level 1 on statewide assessment	0	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	9	8	7	62	32	62	0	0	0	0	0	0	0	180

**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:

- Beat for Peace
- K-5 Morning Meeting
- Bi weekly Attendance tracking
- Whole Group (Tier 1) Counseling
- Small Group (Tier 2) Counseling
- School Wide Reward Systems

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### 2. Description

IPES has been able to build positive relationships with families by offering a warm, friendly and customer friendly atmosphere in every area of the school. This has been achieved through monthly phone updates with school events and happenings. Increasing the amount of after-school family night events to celebrate student achievements and enrich family math and language literacy.

**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

### 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
Michaud, Christine	Instructional Coach
Howard, Shatoya	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, ELL and ESE Coordinators 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
- Reading Coach
- Math Coach
- Academic Tutors

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
Carmelo Nino	Parent
Christine Michaud	Education Support Employee
Jill Robinson	Principal
Kerry Burke	Parent
Nadege P Toussaint	Parent
Paula Flores	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The 2017-2018 SIP will be reviewed and shared with parents at the October 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 school year, SAC/SIP funds have been allocated to promote student excellence through school wide incentives..

- Monthly behavior rewards.
- Student Incentives
- Honor Roll Certificates
- Teacher Recognition
- College Readiness (AVID)

**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
Michaud, Christine	Instructional Coach
Loving, Mary	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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 teachers, 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  
Partner new Team Leaders with veteran Team Leaders- Principal

Schedule monthly peer cohorts to discuss and share best teaching practices and strategies.  
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. K-2 teachers are using Core Knowledge Language Arts to teach Florida Standards and build students vocabulary and content knowledge. Grades 3-5 are using the PBCSD Units of Study to provide Standards Based Instruction to teach literacy skills.

All grade levels are using Go Math and Blender Resources for the standards based instruction of Math and Science.

We monitor the alignment to the standards by reviewing teacher's lesson plans, classroom and ghost walks, reviewing of data and PLC sessions.

## **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, double down 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:** 2,400

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](mailto:jill.robinson@palmbeachschools.org)

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

iReady was used to invite and monitor student progress throughout the summer. Students that participated in this program should maintain or increase in their iReady level.

**Strategy: After School Program**

**Minutes added to school year: 6,240**

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: Before School Program**

**Minutes added to school year: 5,400**

Students receive academic support and enrichment through the use of iReady.

**Strategy Rationale**

Providing students time to use and practice technology in a focused and safe climate.

**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**

iReady Log and Data

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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.

To transition our 5th graders into middle school, we invite our feeder programs to visit our students in their classrooms and discuss middle school expectations and standards. The year ends with students our students visiting Woodlands Middle ( feeder) and Palm Springs Middle ( DHH feeder).

## **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.**

Beginning in Augst, 2017, Indian Pines will be an AVID (Advancement Via Individual Determination) school. The AVID program promotes a growth mindset among parents, students and educators. It opens doors of possibilities while sharing with students a pathway to college.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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.

## 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.

## 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.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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**

G094879

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

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA ELA Achievement	42.0
FSA ELA Achievement - ELL	45.0
FSA ELA Achievement - Black/African American	36.0
Literacy Rate - Kindergarten	70.0
Literacy Rate - Grade 1	70.0
Literacy Rate - Grade 2	75.0
FSA Mathematics Achievement	55.0
FSA Math Achievement - Black/African American	48.0

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

- We have a challenge with utilizing the standards to plan and differentiate instruction with fidelity in an inclusive setting using appropriate tools to meet the specific needs of our students.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Community Language Facilitator
- Adult Education Classes
- Parent Trainings
- Instructional Coaches
- Academic Tutors
- Educational Resources and Materials
- Professional Learning Communities
- Curriculum Specialist led Professional Development
- Core Knowledge Language Arts
- Blender- Pacing Calendar
- Weekly/Monthly Team Planning
- Double Down

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

Administration, Instructional Coaches, Team Leaders and Teachers will review and analyze the data from RRR, Diagnostics, iReady and PBPA.

**Person Responsible**

Jill Robinson

**Schedule**

Quarterly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

Agenda, Data Chat notes, Parent Data Night, parent conferences, PLC notes, teacher and student data binders.

## 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

 = 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**

 G094879

**G1.B2** We have a challenge with utilizing the standards to plan and differentiate instruction with fidelity in an inclusive setting using appropriate tools to meet the specific needs of our students. **2**

 B255239

**G1.B2.S1** Provide teachers with a variety professional learning opportunities that focus on building their capacity at planning and delivering effective instruction to meet the various needs of our students. **4**

 S269727

### **Strategy Rationale**

If we increase teacher effectiveness then we will improve student outcomes.

### **Action Step 1** **5**

Summer Teach In Days (Summer Planning)

#### **Person Responsible**

Jill Robinson

#### **Schedule**

On 8/11/2017

#### **Evidence of Completion**

Agenda, Sign In Sheets, Notes

### **Action Step 2** **5**

Provide Professional Development- RRR, iReady, effective small group instruction, effective lesson planning, student engagement, book study, ELL/ESE strategies, text processing, Learning Goals and scales, number talks, students based centers, effective use of data to plan for instruction

#### **Person Responsible**

Jill Robinson

#### **Schedule**

Monthly, from 7/3/2017 to 6/29/2018

#### **Evidence of Completion**

Agenda, Sign In Sheet, Notes, Lesson Plans, room walks, iobservation data

**Action Step 3** 5

Provide time for effective PLC/collaborative planning

**Person Responsible**

Christine Michaud

**Schedule**

Biweekly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

Agenda, Sign In Sheet, Notes, Lesson Plans

**Action Step 4** 5

Provide substitutes for Instructional Rounds, class walks and peer observations

**Person Responsible**

Madeliene Cox

**Schedule**

Every 6 Weeks, from 10/2/2017 to 3/16/2018

**Evidence of Completion**

PD Log, Journal Notes, Lesson Plans, class Routines and procedures

**Action Step 5** 5

Build teacher capacity using Instructional Coaches, Peer Coaching, Teacher Portfolio Groups and on-going collaboration

**Person Responsible**

Jill Robinson

**Schedule**

Biweekly, from 7/3/2017 to 6/29/2018

**Evidence of Completion**

Agenda, Sign In Sheets, Notes, Dashboards, Teacher Capacity

**Action Step 6** 5

Provide teachers with standards based rigorous resources and materials

**Person Responsible**

Jill Robinson

**Schedule**

On 6/29/2018

**Evidence of Completion**

class walks, teacher capacity, lesson plans, student centered activities/work

**Action Step 7** 5

Survey Teachers for Professional Development Needs

**Person Responsible**

Christine Michaud

**Schedule**

Quarterly, from 7/3/2017 to 6/29/2018

**Evidence of Completion**

Agenda, Sign In Sheets, Notes, class walks, teacher capacity

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Instructional Team meets biweekly to discuss trends and patterns that directly impact daily instruction.

**Person Responsible**

Jill Robinson

**Schedule**

Weekly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

During biweekly meetings current teaching practices are reviewed, discussed and shared. We are also currently completing a Coaching the Coach Book Study. Agenda, notes, class walk protocols, dashboard

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

During biweekly Instructional Coach and Administration meetings student data (FSQ, USA and iReady standard based data is disseminated), Effective teaching practices and strategies are discussed. On weeks face to face meetings are not held, IC will submit a weekly dashboard with the stated information above.

**Person Responsible**

Jill Robinson

**Schedule**

Biweekly, from 8/7/2017 to 6/29/2018

***Evidence of Completion***

Agenda, Notes, student data, dashboards

**G1.B2.S2** Provide students with academic supports and various learning opportunities to increase their engagement in learning and improve their academic success. 4

 S269728

### Strategy Rationale

If we provide students with the necessary skills to anchor their learning, then they will master the standards being taught.

### Action Step 1 5

Provide Tutorial - Using Academic Tutors target specific students for Morning and during the school day. Instructional staff will target specific students afterschool.

#### Person Responsible

Madeliene Cox

#### Schedule

Weekly, from 9/5/2017 to 5/4/2018

#### Evidence of Completion

sign in sheets, lesson plans

### Action Step 2 5

Incorporate real-world learning opportunities through the use of manipulatives, field trips and realia strategies.

#### Person Responsible

Jill Robinson

#### Schedule

On 4/27/2018

#### Evidence of Completion

lesson plans, field trip packet,

**Action Step 3** 5

Educational materials that address different learning styles

**Person Responsible**

Jill Robinson

**Schedule**

Daily, from 8/7/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans, daily walks, student work.

**Action Step 4** 5

Provide students with in class home language support through the use of Community Language Facilitators, Home Language Dictionaries and ELL strategies.

**Person Responsible**

Mary Loving

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

CLF schedules, lesson plans

**Action Step 5** 5

Build home libraries with age appropriate decodable books

**Person Responsible**

Nancy Dinkin

**Schedule**

Monthly, from 10/9/2017 to 3/30/2018

**Evidence of Completion**

Student reading logs, book selection.

**Action Step 6** 5

Provide student centered brain based learning activities

**Person Responsible**

Nancy Dinkin

**Schedule**

Every 6 Weeks, from 9/5/2017 to 6/1/2018

**Evidence of Completion**

Committee notes inclusive of lesson plans, activity instructions, student activities/work.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Instructional Team meets biweekly to discuss school, teacher and individual student data.

**Person Responsible**

Jill Robinson

**Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Biweekly agendas address student data, teacher observation/ look fors and IPES scope and sequence updates/pacing

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

During biweekly Instructional Coach and Administration meetings student data (FSQ, USA and iReady standard based data is disseminated), Effective teaching practices and strategies are discussed. Teacher and support staff schedules and materials are reviewed to ensure the necessary supports are being provided. On weeks face to face meetings are not held, IC will submit a weekly dashboard with the stated information above.

**Person Responsible**

Jill Robinson

**Schedule**

On 5/4/2018

**Evidence of Completion**

Sign-in sheets, lesson plans, 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>2018</b>					
G1.B2.S1.A1 A360432	Summer Teach In Days (Summer Planning)	Robinson, Jill	7/3/2017	Agenda, Sign In Sheets, Notes	8/11/2017 one-time
G1.B2.S1.A4 A360435	Provide substitutes for Instructional Rounds, class walks and peer observations	Cox, Madeliene	10/2/2017	PD Log, Journal Notes, Lesson Plans, class Routines and procedures	3/16/2018 every-6-weeks
G1.B2.S2.A5 A360443	Build home libraries with age appropriate decodable books	Dinkin, Nancy	10/9/2017	Student reading logs, book selection.	3/30/2018 monthly
G1.B2.S2.A2 A360440	Incorporate real-world learning opportunities through the use of manipulatives, field trips and...	Robinson, Jill	8/14/2017	lesson plans, field trip packet,	4/27/2018 one-time
G1.B2.S2.MA1 M385159	During biweekly Instructional Coach and Administration meetings student data (FSQ, USA and iReady...	Robinson, Jill	9/5/2017	Sign-in sheets, lesson plans, student data.	5/4/2018 one-time
G1.B2.S2.A1 A360439	Provide Tutorial - Using Academic Tutors target specific students for Morning and during the school...	Cox, Madeliene	9/5/2017	sign in sheets, lesson plans	5/4/2018 weekly
G1.B2.S2.MA1 M385160	Instructional Team meets biweekly to discuss school, teacher and individual student data.	Robinson, Jill	8/14/2017	Biweekly agendas address student data, teacher observation/ look fors and IPES scope and sequence updates/pacing	6/1/2018 biweekly
G1.B2.S2.A3 A360441	Educational materials that address different learning styles	Robinson, Jill	8/7/2017	Lesson plans, daily walks, student work.	6/1/2018 daily
G1.B2.S2.A4 A360442	Provide students with in class home language support through the use of Community Language...	Loving, Mary	8/14/2017	CLF schedules, lesson plans	6/1/2018 daily
G1.B2.S2.A6 A360444	Provide student centered brain based learning activities	Dinkin, Nancy	9/5/2017	Committee notes inclusive of lesson plans, activity instructions, student activities/work.	6/1/2018 every-6-weeks
G1.MA1 M385161	Administration, Instructional Coaches, Team Leaders and Teachers will review and analyze the data...	Robinson, Jill	8/14/2017	Agenda, Data Chat notes, Parent Data Night, parent conferences, PLC notes, teacher and student data binders.	6/29/2018 quarterly
G1.B2.S1.MA1 M385157	During biweekly Instructional Coach and Administration meetings student data (FSQ, USA and iReady...	Robinson, Jill	8/7/2017	Agenda, Notes, student data, dashboards	6/29/2018 biweekly
G1.B2.S1.MA1 M385158	Instructional Team meets biweekly to discuss trends and patterns that directly impact daily...	Robinson, Jill	8/14/2017	During biweekly meetings current teaching practices are reviewed, discussed and shared. We are also currently completing a Coaching the Coach Book Study. Agenda, notes, class walk protocols, dashboard	6/29/2018 weekly
G1.B2.S1.A2 A360433	Provide Professional Development- RRR, iReady, effective small group instruction, effective lesson...	Robinson, Jill	7/3/2017	Agenda, Sign In Sheet, Notes, Lesson Plans, room walks, iobservation data	6/29/2018 monthly
G1.B2.S1.A3 A360434	Provide time for effective PLC/ collaborative planning	Michaud, Christine	8/14/2017	Agenda, Sign In Sheet, Notes, Lesson Plans	6/29/2018 biweekly
G1.B2.S1.A5 A360436	Build teacher capacity using Instructional Coaches, Peer Coaching, Teacher Portfolio Groups and...	Robinson, Jill	7/3/2017	Agenda, Sign In Sheets, Notes, Dashboards, Teacher Capacity	6/29/2018 biweekly
G1.B2.S1.A6 A360437	Provide teachers with standards based rigorous resources and materials	Robinson, Jill	7/3/2017	class walks, teacher capacity, lesson plans, student centered activities/work	6/29/2018 one-time
G1.B2.S1.A7 A360438	Survey Teachers for Professional Development Needs	Michaud, Christine	7/3/2017	Agenda, Sign In Sheets, Notes, class walks, teacher capacity	6/29/2018 quarterly

## 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.B2** We have a challenge with utilizing the standards to plan and differentiate instruction with fidelity in an inclusive setting using appropriate tools to meet the specific needs of our students.

**G1.B2.S1** Provide teachers with a variety professional learning opportunities that focus on building their capacity at planning and delivering effective instruction to meet the various needs of our students.

### PD Opportunity 1

Summer Teach In Days (Summer Planning

#### Facilitator

Administration

#### Participants

Team Leaders, Instructional Coaches

#### Schedule

On 8/11/2017

### PD Opportunity 2

Provide Professional Development- RRR, iReady, effective small group instruction, effective lesson planning, student engagement, book study, ELL/ESE strategies, text processing, Learning Goals and scales, number talks, students based centers, effective use of data to plan for instruction

#### Facilitator

Administration, Instructional Coaches, SDPBC Specialist

#### Participants

Instructional Staff

#### Schedule

Monthly, from 7/3/2017 to 6/29/2018

### **PD Opportunity 3**

Provide time for effective PLC/collaborative planning

#### **Facilitator**

Administration, Instructional Coaches, SDPBC Specialist

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/14/2017 to 6/29/2018

### **PD Opportunity 4**

Provide substitutes for Instructional Rounds, class walks and peer observations

#### **Facilitator**

Administration, Instructional Coaches, SDPBC Specialist

#### **Participants**

Targeted Instructional Staff

#### **Schedule**

Every 6 Weeks, from 10/2/2017 to 3/16/2018

### **PD Opportunity 5**

Build teacher capacity using Instructional Coaches, Peer Coaching, Teacher Portfolio Groups and on-going collaboration

#### **Facilitator**

Administration, Instructional Coaches, SDPBC Specialist

#### **Participants**

Instructional Coaches

#### **Schedule**

Biweekly, from 7/3/2017 to 6/29/2018

**PD Opportunity 6**

Provide teachers with standards based rigorous resources and materials

**Facilitator**

Administration, Instructional Coaches, SDPBC Specialist

**Participants**

Instructional Staff

**Schedule**

On 6/29/2018

**PD Opportunity 7**

Survey Teachers for Professional Development Needs

**Facilitator**

Administration, Instructional Coaches, SDPBC Specialist

**Participants**

Instructional Staff

**Schedule**

Quarterly, from 7/3/2017 to 6/29/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Summer Teach In Days (Summer Planning	\$0.00
2	G1.B2.S1.A2	Provide Professional Development- RRR, iReady, effective small group instruction, effective lesson planning, student engagement, book study, ELL/ESE strategies, text processing, Learning Goals and scales, number talks, students based centers, effective use of data to plan for instruction	\$0.00
3	G1.B2.S1.A3	Provide time for effective PLC/collaborative planning	\$0.00
4	G1.B2.S1.A4	Provide substitutes for Instructional Rounds, class walks and peer observations	\$0.00
5	G1.B2.S1.A5	Build teacher capacity using Instructional Coaches, Peer Coaching, Teacher Porfolio Groups and on-going collaboration	\$0.00
6	G1.B2.S1.A6	Provide teachers with standards based rigorous resources and materials	\$0.00
7	G1.B2.S1.A7	Survey Teachers for Professional Development Needs	\$0.00
8	G1.B2.S2.A1	ProvideTutorial - Using Academic Tutors target specific students for Morning and during the school day. Instructional staff will target specific students afterschool.	\$0.00
9	G1.B2.S2.A2	Incorporate real-world learning opportunities through the use of manipulatives, field trips and realia strategies.	\$0.00
10	G1.B2.S2.A3	Educational materials that address different learning styles	\$0.00
11	G1.B2.S2.A4	Provide students with in class home language support through the use of Community Language Facilitators, Home Language Dictionaries and ELL strategies.	\$0.00
12	G1.B2.S2.A5	Build home libraries with age appropriate decodable books	\$0.00
13	G1.B2.S2.A6	Provide student centered brain based learning activities	\$0.00
<b>Total:</b>			<b>\$0.00</b>