The School District of Palm Beach County

Indian Pines Elementary School

2021-22 Schoolwide Improvement Plan

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Indian Pines Elementary School

6000 OAK ROYAL DR, Lake Worth, FL 33463

https://ipes.palmbeachschools.org

Demographics

Principal: Jill Robinson

Start Date for this Principal: 7/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: C (43%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Robinson, Jill	Principal	The principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The principal focuses on learning and continuous improvements which are aligned to the school as well as the district's mission and vision.
Shannon, Keymi	Instructional Coach	Curriculum support to help build teacher capacity for instruction using the coaching cycle and professional development. Provide instructional support by working with students to close the achievement gap. Role as Literacy Coach for grades K-5 to build teacher capacity to support differentiated instruction to improve student achievement and close the gap for learning gains in lowest 35%, ELL and ESE students. Role responsible for Out-of-system, Academic Tutors to provide support for our high-need learners. Tutors will serve as double down, small group support in each class grades K-2. Includes scheduling, teacher and student assignment and daily responsibilities.
Shelton, Ivey	Assistant Principal	Job duties and responsibility of the Assistant Principal include; monitoring all systems and structures that directly correlate to and impact our Single School Culture, Social Emotional Learning and Academic Achievement goals and initiatives; Providing on-going support and coaching development within our instructional leadership team and instructional staff; Utilizing various data sources as a tool for monitoring student achievement of all students and ensuring that resources are in place to support student and staff needs; Communicating high expectations with our leadership team, staff, students and parents in alignment with our Mission and Vision with guidance and leadership from the Principal.
Howard, Shatoya	Instructional Coach	Role responsible for Out-of-system, Academic Tutors to provide support for our high-need learners. Tutors will serve as double down, small group support in each class grades 3-5. Includes scheduling, teacher and student assignment and daily responsibilities. Role as Professional Learning Community leader to influence the effectiveness of PLCs to build teacher capacity through strategic, data driven planning and instruction. Role to lead Professional Development opportunities to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. Role as Math Coach for grades K-5 to build teacher capacity to support

Name	Position Title	Job Duties and Responsibilities
		differentiated instruction to improve student achievement and close the gap for learning gains in lowest 35%, ELL and ESE students.
stewart-thomas, marcia	Teacher, ESE	Job duties and responsibilities of the ESE Contact include but are not limited to supporting, monitoring and facilitating Indian Pines' ESE Program while also maintaining the programs documentation. Maintaining quality records and offering support to teachers to ensure quality IEP/EP's that meet our students' needs. Also, to plan, organize, and lead cooperative meetings that focus on parent input and staff input. It is my responsibility to provide instructional support to the ESE teachers in their use of ESE strategies to ensure rigorous, comprehensible instruction in general education according to the needs of the SWDs. Additionally, to support the DHH teachers in their implementation of the Fairview Learning Program and to ensure rigorous, comprehensible instruction that meets all the DHH student needs. Providing and ensuring the effective and continuous use of data as a tool for monitoring ESE student achievement. Continuously communicating high expectations of all ESE students. Role as SBT leader to ensure identification and interventions in grades K-5 as well as systematic supports for students within lowest 25% of student population.

Demographic Information

Principal start date

Saturday 7/17/2021, Jill Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

561

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	15	20	23	11	24	93	0	0	0	0	0	0	186
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	32	38	63	51	79	0	0	0	0	0	0	0	263
Course failure in Math	0	16	23	56	48	74	0	0	0	0	0	0	0	217
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	55	72	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	5	31	47	0	0	0	0	0	83
FY21 ELA Winter Diag Lev 1 & 2	0	0	0	84	71	69	0	0	0	0	0	0	0	224
FY21 Math Winter Diag Lev 1 & 2	0	0	0	46	68	56	0	0	0	0	0	0	0	170

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	25	54	48	73	0	0	0	0	0	0	0	219

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	7	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - As Reported

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	
Number of students enrolled	76	77	90	85	119	94	0	0	0	0	0	0	0	541
Attendance below 90 percent	11	13	9	11	9	6	0	0	0	0	0	0	0	59
One or more suspensions	2	5	3	21	16	33	0	0	0	0	0	0	0	80
Course failure in ELA	26	26	30	67	80	72	0	0	0	0	0	0	0	301
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	55	72	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
ELA Midyear Diag Lvl 1 & 2	0	0	0	73	50	75	0	0	0	0	0	0	0	198
Math Midyear Diag Lvl 1 & 2	0	0	0	65	37	58	0	0	0	0	0	0	0	160

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	6	26	61	64	42	0	0	0	0	0	0	0	208

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

2020-21 - Updated

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	
Number of students enrolled	76	77	90	85	119	94	0	0	0	0	0	0	0	541
Attendance below 90 percent	11	13	9	11	9	6	0	0	0	0	0	0	0	59
One or more suspensions	2	5	3	21	16	33	0	0	0	0	0	0	0	80
Course failure in ELA	26	26	30	67	80	72	0	0	0	0	0	0	0	301
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	55	72	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
ELA Midyear Diag Lvl 1 & 2	0	0	0	73	50	75	0	0	0	0	0	0	0	198
Math Midyear Diag Lvl 1 & 2	0	0	0	65	37	58	0	0	0	0	0	0	0	160

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	6	26	61	64	42	0	0	0	0	0	0	0	208

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	58%	57%	36%	57%	56%
ELA Learning Gains				41%	63%	58%	46%	61%	55%
ELA Lowest 25th Percentile				28%	56%	53%	38%	56%	48%
Math Achievement				43%	68%	63%	52%	65%	62%
Math Learning Gains				50%	68%	62%	53%	63%	59%
Math Lowest 25th Percentile				41%	59%	51%	48%	53%	47%
Science Achievement				25%	51%	53%	30%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	54%	-18%	58%	-22%
Cohort Comparison						
04	2021					
	2019	30%	62%	-32%	58%	-28%
Cohort Comparison		-36%				
05	2021					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-30%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	40%	65%	-25%	62%	-22%
Cohort Comparison						
04	2021					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-40%				
05	2021					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-38%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	25%	51%	-26%	53%	-28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-2 we will use iReady for Fall, Winter & Spring
In grades 3-5 we will use XXX in the Fall, XXXX in the Winter, and XXX in the Spring.
Data will be inputted during mid-summer.
i-Ready: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.
Unit Standardized Assessments USAs monitor student learning and provide ongoing feedback that instructors can use to improve their teaching and help students to improve their learning.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	21.6	40.3
	Economically Disadvantaged	22.2	20.8	40.
	Students With Disabilities	16.7	0	10.0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		75.0	81.3
	Economically Disadvantaged		75.7	82.2
	Students With Disabilities		66.7	70.
	English Language Learners		60.6	67.6

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.5	59.1	50.0
	Economically Disadvantaged	40.2	59.5	51.1
	Students With Disabilities	33.3	40.0	33.3
	English Language Learners	14.3	52.8	42.1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		69.0	56.3
	Economically Disadvantaged		68.8	56.0
	Students With Disabilities		100.0	66.7
	English Language Learners		55.6	44.7

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.6	19.0	27.9
	Economically Disadvantaged	37.0	18.3	27.4
	Students With Disabilities	20.0	0.0	18.2
	English Language Learners	5.1	0.0	7.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.3	50.	50.6
	Economically Disadvantaged	47.9	48.8	50.
	Students With Disabilities	12.5	9.1	18.2
	English Language Learners	28.6	32.3	30.3

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.9	15.3	20.4
	Economically Disadvantaged	19.6	13.9	18.9
	Students With Disabilities	3.1	3.1	3.3
	English Language Learners	3.0	0.0	0.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.2	30.7	26.3
	Economically Disadvantaged	25.0	29.7	25.2
	Students With Disabilities	3.4	6.1	6.1
	English Language Learners	11.8	13.5	13.2

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.4	11.6	0.0
	Economically Disadvantaged	21.5	12.2	0.0
	Students With Disabilities	4.2	0.0	0.0
	English Language Learners	3.0	0.0	0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70.2	63.5	60.8
	Economically Disadvantaged	68.9	63.7	61.5
	Students With Disabilities	52.4	57.1	65.2
	English Language Learners	57.1	53.1	42.9
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	64.7	69.1	73.5
	Economically Disadvantaged	64.3	68.1	72.9
	Students With Disabilities	0.0	57.1	65.2
	English Language Learners	20.0	50.0	54.3

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	16	58	64	16	62	77	10				
ELL	28	41	50	31	56	64	25				
BLK	37	52	50	37	60	59	40				
HSP	33	52		40	60		22				
WHT	47			47							
FRL	36	50	54	38	59	59	39				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	8	27	30	18	48	40	5				
ELL	29	40	24	38	53	39	22				
BLK	36	42	31	41	48	45	22				
HSP	31	37	29	48	51	15	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	50			60							
FRL	35	41	30	43	50	41	24				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	44	42	24	46	50	23				
ELL	20	38	41	33	41	41	12				
BLK	37	47	36	52	53	46	31				
HSP	31	33		53	53	50	25				
FRL	36	46	38	52	53	48	30				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends we see are declines within Math, foundational Reading skills, and teacher questioning in the realms of DOK #2. We also notice across the grade levels, our teachers are not executing and implementing best practices learned during PLCs. Our data shows the component that showed the lowest performance last year is Math.

FY21 FSA data shows improvement between FY 2019 and 2021. ELA: +1 pt. in 4th grade and +8 in 5th grade. Math +3 pts in gr 5.

Comparing like students from FY19 to FY21 there was an increase in both ELA and Math at 6 pts. each.

In FY21 our data is as follows:
Grade 3 ELA Level 3+ FY19 = 36% FY21 = 37% an improvement overall of 1%
Grade 4 ELA Level 3+ FY19 = 30% FY21 = 31% an improvement overall of 1%
Grade 5 ELA Level 3+ FY19 = 34% FY21 = 42% an improvement overall of 8%
Grade 3 Math Level 3+ FY19 = 40% FY21 = 31% a decline of -9%
Grade 4 Math Level 3+ FY19 = 38% FY21 = 33% a decline of -5%
Grade 5 Math Level 3+ FY19 = 43% FY21 = 46% an improvement overall of 3%
Grade 5 Science Level 3+ FY19 = 25% FY21 = 36% an improvement overall of 11%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The component that showed the lowest performance last year is Math. From FY19 to FY21, math declined in grades 3 by 9 percentage points, grade 4 by 5 percentage points.

Our ESSA identified subgroups our ELLs10point decline in ELA and 21 point decline in Math. Our Hispanic students declined 10 points in Math.

FY21 data for SWDs show the percentages of students scoring level 3+ in comparison to FSA 2019.

ELA
Gr. 3: 2019 15.8% vs FY21 9.1%
Gr. 4: 2019 13.8% vs FY21 7.1%
Gr 5: 2019 17.4% vs FY21 0.0%

Math
Gr. 3: 2019 21.1% vs FY21 0.0%
Gr. 4: 2019 7.1% vs FY21 13.8%
Gr 5: 2019 22.2% vs FY21 26.1%

Science
Gr. 5: 2019 5.6% vs FY21 8.7%

Hispanics scored 25.0% levels 3+
Blacks/ African Americans 36.5% levels 3+
ELLs 11.4 % levels 3+

ELA School results by subgroup:
Hispanics scored 33.3% levels 3+
Blacks/ African Americans 35.9% levels 3+
ELLs 16.3 % levels 3+

Math School results by subgroup:
Hispanics scored 38.6% levels 3+
Blacks/ African Americans 35.6% levels 3+
ELLs 20.0 % levels 3+

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to these performance levels are student's vocabulary needs due to language barriers with our ELL and non-ELL students; specifically our LF and LZ students who have exited the program, but are not fully fluent in the English language. We have also found teachers focus on teaching students the "trick" to get through a concept, but the students are not owning the how and why of their learning in order to consistently use the strategies and skills sets necessary for ongoing achievement. Another concern was Teachers struggled with the pacing of the curriculum; there are many standards to teach, especially within the fourth grade Math content. Teachers are not getting enough time to allow full immersion with the concepts of the content. Additionally, with some students working from home there was difficulty with monitoring student participation and work.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The component that showed the most improvement was 3-5 ELA and 5th Science. In ELA there was an overall increase of 5 points: Grade 4 (+1) and Grade 5 (+8). Comparing like students from FY19 to FY21 there was an increase in both ELA and Math, 6 pts. each.

EOY FY20 iReady Reading data shows an increase in achievement from Diagnostic #1 to Diagnostic #3:
3rd Gr. +32pts
4th Gr. +23pts
5th Gr. +18pts

FY19 vs FY21 data shows gains for:

Gr. 3: 2019 15.8% vs FY21 9.1%
Gr. 4: 2019 13.8% vs FY21 7.1%
Gr 5: 2019 17.4% vs FY21 0.0%

Math
Gr. 4: 2019 7.1% vs FY21 13.8%

Science
Gr. 5: 2019 5.6% vs FY21 8.7%

ELA School results by subgroup:
Hispanics scored 33.3% levels 3+
Blacks/ African Americans 35.9% levels 3+
ELLs 16.3 % levels 3+

What were the contributing factors to this improvement? What new actions did your school take in this area?

A contributing factor to this increase would be IPES employed a math coach that works hand in hand with the aspects of the coaching continuum with our highest needs teachers. We also received additional support from the regional math specialist with professional development around a focused curriculum.
Teachers utilized the iReady program as a tool for reteaching new content and previewing content prior to instruction. Students were assigned lessons based on need as well as worked on targeted skills according the pathway determined by diagnostic results.
PLCs supported teacher instruction and student learning. The teams were constantly looking at data and understanding "the why" behind the data results. Teachers also had time for planning to ensure team consistency and teachers had time to be honest with one another and learn from each other.

What strategies will need to be implemented in order to accelerate learning?

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level and to accelerate who are proficient and beyond.

K-5 Reading/Math Proficiency will continue to be our overarching goal school-wide. We understand that if we work towards proficiency for all students, with a focus on standards based instruction, we will achieve learning gains in all areas and improve overall proficiency in reading and math across all grade levels.

Our focus is to increase student engagement so they become active learners in their own academic journey as students learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

At IPES we offer acceleration Gifted/Accelerated classes within K-5 where students receive opportunities of Project Based Learning in which students learn by actively engage in real-world and personally meaningful projects. Our goal is to enable learners to move beyond limiting beliefs and misconceptions and tap into their hidden potential. In Math, AMP is offered in third, fourth, and fifth grade.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development we will offer:
1. During PLCs teachers will collaborate with the Acceleration teachers to review student data, best practices, and parent involvement.
2. Small group, differentiated instruction
3. Cultural responsiveness/sensitivity awareness to ensure teachers look at belief systems of how students learn.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to monitor the progress of these students and support teachers with making sure the lesson are planned to support all students specifically Hispanic male and females, Students with disabilities and our English Language Learners.
1. Small Group Differentiated Instruction. Teachers will collaborate around best practices and strategies to ensure alignment towards student success. Strengthen foundation level literacy skills.
2. Professional Development/Professional Learning Communities:
Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particular of our ESSA identified subgroups (ELL, Hispanic, and SWD students) to support them in meeting grade level growth and achievement through student engagement methodologies.
3. Plan for scheduled data chats with targeted student groups after each summative assessment.
4. Instructional Tutors: Teachers will facilitate tutorials for high needs students beyond the regular school day to provide additional targeted, strategic instruction.
5 College and Career Readiness - AVID WICOR Strategies. The school will implement AVID Elementary College Readiness System focused on WICOR®
6. Utilize the District provided teacher positions for the next three years to support students:
a. Teacher 1 will support students who are approaching (Technology & Benchmark systems).
b. Teacher 2 will support with Reading Recovery for our Needs Development students and SPIRE for our ESE and Tier 3 students.
c. Teacher 3 will offer acceleration supports in Grade 3 and 4 AMP and 4th and 5th ELA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Indian Pines has been designated for Comprehensive Support and Improvement (CS&I) by FDOE due to its School Grade History of a D in 2019. The gap between Indian Pines' 2021 ELA Achievement (38) and the District average was (55) is 17 percentage points. The gap between Mathematics achievement (38) and the District average (49) is 11 percentage points. The Science Achievement achievement (38) and the District average (44) is 6 percentage points. In FY21 our data is as follows: Grade 3 ELA Level 3+ FY19 = 36% FY21 = 37% an improvement overall of 1% Grade 4 ELA Level 3+ FY19 = 30% FY21 = 31% an improvement overall of 1% Grade 5 ELA Level 3+ FY19 = 34% FY21 = 42% an improvement overall of 8% Grade 3 Math Level 3+ FY19 = 40% FY21 = 31% a decline of -9% Grade 4 Math Level 3+ FY19 = 38% FY21 = 33% a decline of -5% Grade 5 Math Level 3+ FY19 = 43% FY21 = 46% an improvement overall of 3% Grade 5 Science Level 3+ FY19 = 25% FY21 = 36% an improvement overall of 11%
Measurable Outcome:	FY22 goals are to increase the percentage of students achieving Level 3 or higher on state assessments. FSA ELA proficiency of 40% 3rd gr +40% in reading proficiency 4th gr +40% in reading proficiency 5th gr +38% in reading proficiency ESSA Subgroup : -Hispanic females +4pts in ELA -Hispanic males +11 pts in ELA, +8 pts in Math. -Female SWD +34 pts in ELA,+38 pts in Math. -Male SWD +26 pts in ELA, +20 pts in Math. -Female ELL +21 points in ELA, +23 pts in Math. -Male ELL +28 pts in ELA, +28 pts in Math. FY22 Goals ELA 3+ 40% ELA LG 55% ELA L25 55% Math 3+ 40% Math LG 60% Math L25 60% Science 3+ 40% ESSA Subgroups 3+ 41%
Monitoring:	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At IPES we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis

	Classroom walks Student work samples/portfolio/binder reviews Student attendance Data Chats with teachers, students, and parents Formal Observations Monitoring of SEL needs through the SBT/BHP process The monitoring will be supported by key members of the leadership team: Assistant Principal Single School Culture Coordinators will divide Reading and Math contents PLC Coach
Person responsible for monitoring outcome:	Jill Robinson (jill.robinson@palmbeachschools.org)
Evidence-based Strategy:	1. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year (during the fall, winter and spring breaks and on Saturdays) to provide additional targeted and strategic instruction to accelerate student learning. (UniSIG) 2. The school will continue to build instructional capacity for rigorous instruction and college and career readiness through AVID and incorporate AVID WICOR strategies in daily instruction. (UniSIG)
Rationale for Evidence-based Strategy:	1. Extended Day/Year Tutorials: Tutorials ensure students receive targeted instruction based on academic needs based on data analysis on identified ESSA subgroups. 2. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Action Steps to Implement

1. Small Group Differentiated Instruction (UniSIG):
a. The school will employ Out-of-System Tutors for "double-down" support in grades K-5 to ensure small group differentiated instruction for high-needs learners to improve their academic achievement.
b. The SSCC, District Regional, and State support will provide training to tutors.
c. Leadership will provide teachers and tutors with opportunities to collaborate around best practices and strategies to ensure alignment towards student success.
d. SSCC will strengthen foundation-level literacy skills and provide rigorous standards-focused instruction to accelerate student learning in all grades as needed through data analysis.
e. Teachers will incorporate classroom libraries with resources that empower students to strive for higher achievement, strengthen small group instruction, and support academic and social-emotional learning.
f. Classroom libraries and resources will empower students to strive for higher achievement through the implementation of Literature Circles.

Person Responsible	Keymi Shannon (keymi.shannon@palmbeachschools.org)

3. Extended Day/Year Tutorials (UniSIG):
a. Certified teachers will facilitate tutorials for high-needs students beyond the regular school day to provide targeted, strategic instruction.
b. Teachers will analyze data to determine the students with the highest needs by content.
c. Leadership will provide collaborative planning and professional development to ensure understanding of expectations and standards-based instruction utilizing best practices.

d. Leadership will plan scheduled data chats with targeted student groups after each summative assessment (i.e. USAs, District Diagnostic).

Person Responsible	Jill Robinson (jill.robinson@palmbeachschools.org)

4. College and Career Readiness - AVID WICOR Strategies (UniSIG):
a. The school will implement AVID Elementary College Readiness System focused on WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas.
b. 4 teachers will complete AVID online professional development to build instructional capacity for rigorous instruction and college and career readiness as an AVID school.
c. Teachers will continue to build strength in AVID strategies through PLCs and collaborative planning.
d. Teachers and students will incorporate WICOR strategies within instruction and learning.
e. The school will use classroom libraries to build academic standards through character education/social-emotional learning.

Person Responsible	Jill Robinson (jill.robinson@palmbeachschools.org)

#2. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Indian Pines has been designated for Comprehensive Support and Improvement (CS&I) by FDOE due to its School Grade History of a D in 2019. The gap between Indian Pines' 2021 ELA Achievement (38) and the District average was (55) is 17 percentage points. The gap between Mathematics achievement (38) and the District average (49) is 11 percentage points. The Science Achievement achievement (38) and the District average (44) is 6 percentage points. Our FY22 data is as follows: Grade 3 ELA Level 3+ FY19 = 36% FY21 = 37% an improvement overall of 1% Grade 4 ELA Level 3+ FY19 = 30% FY21 = 31% an improvement overall of 1% Grade 5 ELA Level 3+ FY19 = 34% FY21 = 42% an improvement overall of 8% Grade 3 Math Level 3+ FY19 = 40% FY21 = 31% a decline of -9% Grade 4 Math Level 3+ FY19 = 38% FY21 = 33% a decline of -5% Grade 5 Math Level 3+ FY19 = 43% FY21 = 46% an improvement overall of 3% Grade 5 Science Level 3+ FY19 = 25% FY21 = 36% an improvement overall of 11% Parental involvement is essential for student development and offers many benefits. It also helps improve student behavior in the classroom. Having parents and teachers communicate more helps students feel more motivated in their classes; their self-esteem and attitudes in class improve. Parental involvement has been shown to be a very important variable that positively or negatively influences children's education. Lack of involvement or over-involvement may have a negative impact on student's performance in and out of the classroom and ultimately affects their educational development and success.
Measurable Outcome:	Updated information will be provided once state assessment information has been released. In FY21 we see: -ELA -Math -Science FY22 Goals ELA 3+ ELA LG ELA L25 Math 3+ Math LG Math L25 Science 3+ ESSA Subgroups 3+
Monitoring:	Monitoring by: Principal and the identified staff. Monitoring of sign-in sheets, monthly /family parent calendar, and schedules.
Person responsible for monitoring outcome:	Jill Robinson (jill.robinson@palmbeachschools.org)
Evidence-based Strategy:	1. Parent Engagement and Education: The school will build parent capacity and engagement to assume a more effective role in their children's education within and beyond the school day. (UniSIG)

Rationale for Evidence-based Strategy:	1. Parent Engagement and Education: Engaging families more effectively in their children's education to provide supports needed to grow academically, social-emotionally, and develop the resilience to overcome obstacles that they may be facing. There are many benefits when increasing parent involvement: -Perform better on standardized assessments -Improve attendance, grades and behavior at school and home. -Increase self esteem -Enjoy school -Take challenging classes -Have good social skills -Post high school education Communication Portfolios can encourage students to take more ownership and responsibility for the learning process. Portfolios document learning growth over time, they help students reflect on where they started, how they developed, and where they ended up at the conclusion of the school year. Portfolios provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work.

Action Steps to Implement

1. Parent Engagement and Education:
a. Identified teachers and staff will conduct outreach, facilitate parent engagement and education activities, and collaborate with school, community, and district staff to create a robust and effective parent engagement and education program.
b. Identified teachers and staff will develop and lead the implementation of the Parent Engagement Plan for the school year in alignment with UniSIG, Title I, and SAC goals.
c. Identified teachers and staff will supervise the Parent Academy Lab in which formal and informal parent engagement events are offered.

Person Responsible	Jill Robinson (jill.robinson@palmbeachschools.org)

2. Communication Portfolios
a. The school will develop a protocol of what the portfolios should contain.
b. The school will determine the contents for portfolios through a purposeful selection of student work (evidence).
c. Teachers will reflect on the samples of work and processes with parents.
d. Teachers will conferencing about the contents and processes with parents.

Person Responsible	Jill Robinson (jill.robinson@palmbeachschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Indian Pines has been designated for Comprehensive Support and Improvement (CS&I) by FDOE due to its School Grade History of a D in 2019. The gap between Indian Pines' 2021 ELA Achievement (38) and the District average was (55) is 17 percentage points. Because our proficiency rate is 38%, that means 62% of 3rd, 4th, and 5th grade students are not proficient readers as measured by the FSA. Specifically, Grade 3 ELA Level 3+ FY21 = 37% were proficient Grade 4 ELA Level 3+ FY21 = 31% were proficient Grade 5 ELA Level 3+ FY21 = 42% were proficient
Measurable Outcome:	Our FY22 goal is to close the achievement gap in ELA by 2% point this school year. Which would be an overall proficiency score of 40% amongst 3rd, 4th, and 5th grades. The goal breakdown by grade level is as follows: 3rd grade +40% in reading proficiency (this is a 3% increase) 4th grade +40% in reading proficiency (this is a 9% increase) 5th grade +38% in reading proficiency (this is a 4% decrease)
Monitoring:	Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At IPES we strategically plan for a variety of monitoring techniques: Strategic PLC planning, review of lesson plans, data analysis, classroom walks, student work samples/portfolio/binder reviews, monitoring of student attendance, data chats with teachers, students, and parents, formal observations, and monitoring of SEL needs through the SBT/BHP process. The monitoring will be supported by key members of the leadership team: Single School Culture Coordinator for Reading PLC Coach Assistant Principal
Person responsible for monitoring outcome:	Keymi Shannon (keymi.shannon@palmbeachschools.org)
Evidence-based Strategy:	1. The evidence-based strategy being used is to support of ELA goals is iReady. It will be used throughout varies parts of the reading block (whole group instruction, small group instruction, and independently. 2. Small Group Differentiated Instruction: The school will employ out-of-system tutors for academic support in grades K-5, to ensure small group differentiated instruction and strategic instructional supports for high-needs learners. (UniSIG) 3. Collaborative Planning/Professional Learning Communities/Professional Development: Teachers will participate in Collaborative Planning/PLCs and Professional Development for the purpose of data-driven professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices that will accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA identified subgroups, SWDs, ELLs, and Hispanics. (UniSIG)

Rationale for Evidence-based Strategy:

1. iReady provides rigorous whole class and small group instruction with materials that support teachers and engage students in mastering content standards. It allows for differentiated instruction for students of all performance levels by providing teachers with access to both on- and off-grade level instructional resources for use in whole-group and small-group.

The i-Ready personalized computer based instruction provides students of all skill levels with digital instruction designed to fill each student's knowledge gaps and help every learner access grade-level content. It also engages students with interactive instruction.

The i-Ready personalized instruction accelerates growth for key student groups: ELL, SWD, and students with socioeconomic disadvantages (SED). These groups all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year.

2. Small Group Differentiated Instruction: Out-of-System Tutors in grades K-5 provide certified classroom teachers with additional support to ensure that the differentiated needs of students are met with small group targeted instruction and interventions. Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.

3. Collaborative Planning/PLCs/Professional Development: Influencing the effectiveness of the Professional Learning Community structures within which teachers problem-solve and plan for effective instruction is a well-documented, evidence-based approach for improving teacher efficacy. Teachers will focus on differentiating instruction to support ESSA subgroups while focusing on understanding and executing the B.E.S.T standards and implementation of Benchmark curriculum.

Action Steps to Implement

Collaborative Planning/Professional Learning Communities/Professional Development:
a. Teachers will engage in strategic collaborative planning, data analysis, and job-embedded professional development to strengthen standards-based instructional practices that accelerate student learning in ELA.
b. Leadership will create a PLC schedule for all teachers, including resource and content teachers.
c. Leadership will align resources to scaffold instruction based on students' needs and ensure 'productive struggle' focusing on efficacy and a growth mindset.
d. PLC agendas and focus will be developed through collaboration and data analysis.
e. Teachers will focus on differentiating instruction to support ESSA subgroups and build instructional expertise in engagement strategies (such as ESOL Go-To Strategies).
f. Leadership will plan scheduled data chats with targeted student groups after each summative assessment (i.e. USAs, District Diagnostic).
g. The Regional Instructional Specialist will attend PLC periodically to discuss best practices for iReady instruction.
h. Teachers will focus on differentiating instruction to support ESSA subgroups and build instructional expertise in engagement strategies (such as ESOL Go-To Strategies).

Person Responsible Jill Robinson (jill.robinson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 1,150 out of 1395 schools statewide and 68/82 a ranking of very high. This rating was for a total enrollment of 650. When looking at the ranking details the incidents we reported 11 violent incidents for 2020-21. A ranking of very high for fighting and physical attack. We had zero property incidents, a ranking of very low. For Drug/Public Order incidents we ranked very high 75/82 for the County. The incidents we ranked for are Tobacco and weapons, Our total reported suspension ranked high. We had 0 in-school suspensions and 26 out-of-school suspensions in 2019-2020.

For the SY22 school year, there will be tremendous focus on our SwPBS/PBIS initiatives with a focus on Social Emotional Learning (SEL) strategies. Teachers will facilitate morning meetings at least 3 times per week with a different SEL focus. The administration has placed a strong emphasis on implementing a Single School Culture around SwPBs/PBIS initiatives.
- Establish and sustain a Single School Culture around school-wide positive behavior systems as a means to increase student achievement/proficiency across all content and grade level areas.
- Establish and sustain a Single School Culture and responsiveness to Social Emotional Learning across all content areas and grade levels.
- Focus on Positive Behavior Initiatives, Relationship Building, and Mentorship in order to decrease the number of Out School Suspensions and decrease student Tardiness and early release.
Review SOAR Behavior Matrix with faculty and students and display throughout IPES campus.
- Individual classroom visits in order to review FY22 SwPBs Expectations / "Promise to SOAR" signatures from all students.
- Review SOAR Expectations for Cafeteria Procedures/ monthly meetings with Cafeteria Support Staff leading to a decreasing number of incident referrals in the cafeteria.
- Utilize SwPBs Feather System to promote positive behavior based on class effort; Eagles posted in each classroom. Non-Instructional staff recognizing classes by feather distribution
- Reward/Incentive system in place for classes who follow SOAR expectations and collect a specific number of feathers.
- Monitor using the front office staff in order to identify areas of repeated office calls and provide coaching and support in those areas.
- Mentoring meetings with High Priority Students (Behavior & Academic L35%) with the support of Guidance and Behavior Health Professional).
- Weekly School-Based Team Meetings (Behavior) with Administration, guidance counselors, BHP and Co-Located Therapist to discuss the needs of priority students and plans for support.
- Monitor behavior plans with individual teachers and set goals for behavior tied to intrinsic and extrinsic incentives.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

For SY22 school year there will be tremendous focus our SwPBS/PBIS initiatives with a focus on Social Emotional Learning (SEL) strategies. Teachers will facilitate morning meetings at least 3 times per week with a different SEL focus. Administration has placed a strong emphasis on implementing a Single School Culture around SwPBs/PBIS initiatives.
- Establish and sustain a Single School Culture around school-wide positive behavior systems as a means to increase student achievement/proficiency across all content and grade level areas.
- Establish and sustain a Single School Culture and responsiveness to Social Emotional Learning across all content areas and grade levels.
- Focus on Positive Behavior Initiatives, Relationship Building and Mentorship in order to decrease the number of Out of School Suspensions and decrease student Tardiness and early release.
SwPBs Action Steps:
- IPES Behavior Management Plan for SY22 developed with ongoing professional development to staff during monthly faculty meetings, team leader meetings and one on one meetings led by Administration and/or attendance team..
- Team and individual meetings held in order to identify and analyze Level 1, Level 2 and Level 3 behaviors with recommended consequences.
- Facilitation of parent meetings to review SWPBs Initiatives for FY 22 School year (Meet the Teacher in August & Title I meetings and parent conferences throughout the school year).
- Review SOAR Behavior Matrix with faculty and students and display throughout IPES campus.
- Individual classroom visits in order to review FY22 SwPBs Expectations / “Promise to SOAR” signatures from all students.
- Review SOAR Expectations for Cafeteria Procedures/ monthly meetings with Cafeteria Support Staff leading to decrease number of incident referrals in the cafeteria.
- Utilize SwPBs Feather System to promote positive behavior based on class effort; Eagles posted in each classroom. Non Instructional staff recognizing classes by feather distribution
- Reward/Incentive system in place for classes who follow SAOR expectations and collect a specific number of feathers.
- Monitor using the with front office staff in order to identify areas of repeated office calls and provide coaching and support in those areas.
- Mentoring meetings with High Priority Students (Behavior & Academic L35%) with the support of Guidance and Behavior Health Professional).
- Weekly School Based Team Meetings (Behavior) with Administration, guidance counselors, BHP and Co-Located Therapist to discuss the needs of priority students and plans for support.

- Monitor behavior plans with individual teachers and set goals for behavior tied to intrinsic and extrinsic incentives.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders hold an important role towards positive culture & environment. The following are key leaders:
-Administration will communicate expectations while monitoring, providing support, and feedback as needed.
-Instructional staff will execute and provide continuous instruction on expectations with timely feedback or celebrating successes.
-Non-Instructional staff will execute, provide continuous instruction and acknowledge student positive behaviors utilizing the Feather System.
-Guidance and BHP will ensure appropriate monitoring of student behaviors while supporting Tier 2 and Tier 3 students with targeted classroom guidance lessons.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients
These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$260,207.81
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	750-Other Personal Services	1861 - Indian Pines Elementary School	UniSIG		$171,990.00
			*Notes: Out-of-System Tutors - The school will employ 9 out-of-system tutors for academic support in grades K-5, to ensure small group differentiated instruction and strategic instructional supports for high-needs learners. $15/per hour x 7 hours/per day x 182/days = $19,110 * 9 = $171,990*			
	5100	210-Retirement	1861 - Indian Pines Elementary School	UniSIG		$20,638.80
			Notes: Retirement - Out of System Tutors - FY22 District Fringe Benefit Rate of 12.0%			
	5100	220-Social Security	1861 - Indian Pines Elementary School	UniSIG		$13,157.24
			Notes: FICA (Social Security and Medicare) - Out of System Tutors - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)			
	5100	240-Workers Compensation	1861 - Indian Pines Elementary School	UniSIG		$2,923.83
			Notes: Workers Compensation/Unemployment - Out of System Tutors - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)			
	6400	120-Classroom Teachers	1861 - Indian Pines Elementary School	UniSIG		$9,000.00
			*Notes: Collaborative Planning Salaries - Per School District contractual agreement, teachers are paid at a rate of $25/hour for additional work outside of the regular teacher duty day to participate in Collaborative Planning/PLCs and Professional Development. 15 teachers * 24 hours * $25/hour = $9,000 (SDPBC Code = 180)*			
	6400	210-Retirement	1861 - Indian Pines Elementary School	UniSIG		$1,080.00
			Notes: Retirement - Collaborative Planning - FY22 District Fringe Benefit Rate of 12.0%			
	6400	220-Social Security	1861 - Indian Pines Elementary School	UniSIG		$688.50
			Notes: FICA (Social Security and Medicare) - Collaborative Planning - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)			
	6400	230-Group Insurance	1861 - Indian Pines Elementary School	UniSIG		$810.00
			Notes: Group Insurance - Collaborative Planning - FY22 District Fringe Benefit Rate of 9% (SDPBC Code = 210)			
	6400	240-Workers Compensation	1861 - Indian Pines Elementary School	UniSIG		$153.00
			Notes: Workers Compensation/Unemployment - Collaborative Planning - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)			
	5100	120-Classroom Teachers	1861 - Indian Pines Elementary School	UniSIG		$9,400.00
			*Notes: Tutoring Salaries - Per School District contractual agreement, teachers are paid at a rate of $25/hour for tutoring beyond the regular school day and/or year: 3 days for 6 hours each day during Thanksgiving, Winter, and Spring vacations (54 hours) and 10 Saturdays from January to May for 4 hours each day (40 hours) = 94 hours total * $25/hour * 4 teachers = $9,400 (SDPBC Code = 180)*			

	5100	210-Retirement	1861 - Indian Pines Elementary School	UniSIG		$1,128.00
			Notes: Retirement - Tutoring - FY22 District Fringe Benefit Rate of 12.0%			
	5100	220-Social Security	1861 - Indian Pines Elementary School	UniSIG		$719.10
			Notes: FICA (Social Security and Medicare) - Tutoring - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)			
	5100	230-Group Insurance	1861 - Indian Pines Elementary School	UniSIG		$846.00
			Notes: Group Insurance - Tutoring - FY22 District Fringe Benefit Rate of 9% (SDPBC Code = 210)			
	5100	240-Workers Compensation	1861 - Indian Pines Elementary School	UniSIG		$159.80
			Notes: Workers Compensation/Unemployment - Tutoring - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)			
	6400	730-Dues and Fees	1861 - Indian Pines Elementary School	UniSIG		$3,400.00
			*Notes: Dues & Fees for 4 teachers to complete AVID online professional development to build instructional capacity for rigorous instruction and college and career readiness as an AVID school. ($850 per person * 4 teachers = $3,400)*			
	5100	510-Supplies	1861 - Indian Pines Elementary School	UniSIG		$9,822.71
			Notes: Curriculum resources to strengthen mastery of the the BEST Standards, ELL and foundation level literacy skills, and for gaining information from informational texts. Scholastic Quote dated 6/7/21 for Storyworks for grades 2-5 ($625.71) and Curriculum Associates Quote # 250017.1 for iReady Grades 2-5 ($5,967). Total for 2 quotes: $9,822.71			
	5100	510-Supplies	1861 - Indian Pines Elementary School	UniSIG		$14,105.00
			Notes: Supplies - Curriculum resources to enhance foundation reading skills in grade 1 and support mastery of Florida B.E.S.T Standards in Grade 3. Heinemann Quote #5800332			
	5100	510-Supplies	1861 - Indian Pines Elementary School	UniSIG		$185.83
			Notes: Supplies to support AVID implementation, tutorials and professional development including chart paper, copy paper and/or mini whiteboards and whiteboard markers.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$4,923.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	120-Classroom Teachers	1861 - Indian Pines Elementary School	UniSIG		$3,000.00
			*Notes: Salaries - Per School District contractual agreement, teachers are paid at a rate of $25/hour for additional work outside of the regular teacher duty day to facilitate parent engagement activities and training. 15 teachers * 8 hours * $25/hour = $3,000 (SDPBC Code = 180)*			
	6150	210-Retirement	1861 - Indian Pines Elementary School	UniSIG		$360.00
			Notes: Retirement - Part Time in System - FY22 District Fringe Benefit Rate of 12.0%			
	6150	220-Social Security	1861 - Indian Pines Elementary School	UniSIG		$229.50
			Notes: FICA (Social Security and Medicare) - Part Time in System - FY22 District Fringe Benefit Rate of 7.65% (SDPBC Code = 210)			

	6150	230-Group Insurance	1861 - Indian Pines Elementary School	UniSIG		$270.00
			Notes: Group Insurance - Part Time in System - FY22 District Fringe Benefit Rate of 9% (SDPBC Code = 210)			
	6150	240-Workers Compensation	1861 - Indian Pines Elementary School	UniSIG		$51.00
			Notes: Workers Compensation/Unemployment - Part Time in System - FY22 District Fringe Benefit Rate of 1.7% (SDPBC Code = 210)			
	6150	510-Supplies	1861 - Indian Pines Elementary School	UniSIG		$1,012.50
			Notes: Resources for improving communications and building partnerships for parent engagement and training. Rochester 100 Quote # 0001525 ($1,012.50)			
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$272,103.75**