Indian Ridge School

2014-15 School Improvement Plan

Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

www.palmbeach.k12.fl.us/indianridge

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Indian Ridge provides a therapeutically and academically integrated program that gives students the academic and social skills necessary for post-secondary education, productive citizenship, employment and independent living.

Provide the school's vision statement

Indian Ridge staff partners with parents and the community to assist students in acquiring the tools, both academic and emotional, for their success in a less restrictive environment.

School Environment

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

Schools are required by the Florida department of Education to complete their School Improvement Plan (SIP) template with the assistance of their School Advisory Councils. In addition to the content in the SIP template, schools are required to include:
Single school culture and appreciation of multicultural diversity (applicable to all grade levels).
Content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:
a) History of Holocaust
b) History of Africans and African Americans
c) Hispanic Contributions
d) Women's Contributions
e) Sacrifices of Veterans.

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and

administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

•Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
•Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
•SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
•Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
•Class meetings will occur on a frequent basis to include student feedback.
•School-wide recognition system is in place;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success;
•Mentors assigned to students identified with SEL concerns;
•Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
•Instruction and various campus activities that address social/emotional needs of students;
•Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

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

•Utilize data systems to identify students who have attendance, behavioral or academic concerns;
•Create data decision rules for number of absences or OSS before referral generated to SBT;
•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

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

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

Indicator	Grade Level												Total
	K	1	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	2	1	4	8	3	6	14	18	11	9	5	82
One or more suspensions	0	0	1	3	4	3	3	6	11	0	1	1	33
Course failure in ELA or Math	4	2	0	0	3	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	4	4	3	6	10	7	4	2	1	41

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

Indicator	Grade Level												Total
	K	1	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	4	5	2	5	9	18	5	3	3	57

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

•Effective multi-disciplinary teams in place to problem solve and create action plans;
•Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Fundations, etc.;
•Planned Discussions, Goal Setting for identified student;
•Notification procedures for parents, agency and community outreach;
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
•Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent will be provided with extensive training to build capacity to impact their child's achievement in the 2014-2015 school years. Indian Ridge School will continue Parent University by providing programs that offer parent workshops on variety of issues facing parents.

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

•Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
•During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
•Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
•Communicate classroom and school news to parents;
•Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
•Create the formats for inviting parent participation in the cultural education process;
•Positive notes, letters, phone calls home;
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

Effective Leadership

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

School Leadership Team

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

Name	Title
Lougee, Laura	Principal
Ford, Eugene	Assistant Principal
Musgrove, Ruth	Other

Duties

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

Classroom teacher work closely with the administration to analyze data and use findings to group students for instruction and plan lessons accordingly. The team provides the chairperson of the SAC committee the information needed to write the goals of the SIP. They monitor the progress of the plan and make suggestions for planning professional development.

The Leadership Team will meet with the Assistant Principal and the Children's Service Facilitator to coordinate data related to the social/emotional areas of the school that need addressing.
A systematic approach for problem solving will be used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.

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 school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team for further evaluation.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, resource teachers, etc.).
Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.
Indian Ridge School teachers want our students to be orderly, responsive, engaged, and motivated. According to the most current research on teacher effectiveness, putting a successful behavior management system in place is a sure way of achieving these goals. To continue to support Single School Culture, all teachers at Indian Ridge School will receive professional development in CHAMPS.
1. Title I, Part A funds are used to support family involvement and professional development initiatives. Refreshments and supplies are purchased to support our comprehensive family involvement plan. Tutorial funds are used to purchase manipulative, white boards, classroom libraries and other supplies designed to increase student achievement. Additionally Title I funds will be used to increase technology in the classroom (Ipads and tablets).
2. Professional development activities are paid for with District Title II funds. Marzno Training and Learning Team Facilitators are provided by Title II.
3. Indian Ridge Staff collaborates with Gulf-stream Goodwill Industries and Palm Beach Habitation Center to offer job training to high school students.
4. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
5. Staff will collaborate with District Personnel in the Migrant and Multicultural Department to provide services for students.
6. The District HEART staff work with the school to provided services for families that are Homeless.
7. Business partners include, but are not limited to, Golden Lakes Home Owners Associations; West Palm Hospital; Premier; Chick-Fil-A; Green Acres Bowl; Jason's Deli; Kona Ice; Premier Health and Wellness; Back to Basics; Gator Bowl.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brian Alex	Teacher
Laura Lougee	Principal
Eugene Ford	Education Support Employee
Sharon Tarlow	Business/Community
Susan Mochen	Business/Community
Cheryl Harris	Education Support Employee
Eva Manditch	Parent
Edward Manditch	Parent
Alex Guelli	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC evaluated last year's School Improvement Plan by:
• Planning and monitoring of SIP;
• Initiating activities and programs that generated greater cooperation between the community and the school;
• Assisted in the development of our educational goals and objectives;
• Recommended various support services in the school; and
• Reviewed the budget to be sure it was aligned with the School Improvement Plan

Development of this school improvement plan

The SAC was the school community voice in the planning process for the School Improvement Plan (SIP). The SAC assisted the principal in planning the school's budget.

Preparation of the school's annual budget and plan

The SAC will meet monthly to review the School Improvement Plan (SIP) and the progress toward meeting SIP goals and objectives. The SAC will be involved in making recommendations to the principal about the school's budget. SAC will hold an annual SAC retreat (March 2015) to review progress for the current school year, and make plans for the next school year.

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

The School Improvement funds (approximately 2000.00) will be used to purchase equipment (TV production video camera) and materials for enrichment and curriculum enhancement,including field trips.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Lougee, Laura	Principal
Ford, Eugene	Assistant Principal
Martinez, Carmen	Instructional Coach
Horton, Leola	Administrative Support
Musgrove, Ruth	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team major initiative will be to infuse Literacy across the curriculum utilizing the district-wide K-12 Comprehensive Research-Based Reading Plan.
The Literacy Leadership Team will work closely with teachers through Learning Team Meetings (LTM) to analyze student data, plan focused mini-lessons, monitor student progress using interim benchmark based assessment from CORE K12, adjust instruction in response to the data, and address reading benchmarks in all content areas.
The reading coach will model lessons in the content areas; content area teachers will be train by the reading coach to use and teach reading strategies that are effective for their subject area.

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

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The leadership team attends district recruitment fairs to screen teacher applicants and review resumes. The prerequisites for a highly qualified teacher includes past teaching/work experiences, college affiliations, advanced degrees, and experience work with a diverse student population.
Strategies and person responsible:
1. Advertise Positions/Review Applicant Information - School Secretary; Principal; Assistant Principal
2. Contact References - Principal; Assistant Principal
3. Team/Individual Interviews of Candidates - Principal; Leadership Team
4. Meet monthly with new teachers to provide training and support - Principal; Assistant Principal
5. Pair new teachers with teacher mentors - Principal; Assistant Principal
6. Require new teachers to attend weekly Learning Team Meetings (LTM)/Curriculum Meetings to discuss Marzano's teaching strategies and data chats - Principal; Assistant Principal; Reading Coach
7. Administrators provide ongoing opportunities for veteran teachers to further their professional growth

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

Indian Ridge School supports the continued improvement of new teachers to the district through the school district's Educational Support Program (ESP). The ESP Program pairs the new teacher with a veteran teacher (mentor) in the same subject and/or grade level. The new teacher relies on the veteran teacher (mentor) for assistance and guidance.
The Mentor's planned activities:
Provide classroom management tips; demonstrate effectively how to disaggregate student data using Educational Data Warehouse (EDW); review lesson plans weekly and grading procedures; discuss coping strategies for stress and time management; model lessons and be available (after lesson) to reflect with the teacher; and lesson planning and unit planning will be offered and discussed collaboratively.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

Indian Ridge School ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS);
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs;
•Creating a schedule with an uninterrupted 90 minute reading block;
•Creating a schedule with an uninterrupted 60 minute writing block;
•Providing iii instruction based on student needs;
•Providing instruction aligned with the Language Arts Florida Standards for their grade level;
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction);
•Administering assessments which measure instructed standards;
•Monitoring progress at the class and grade level during Learning Team Meetings;
•Conducting data chats with students;
•Creating units of study based on current data;
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry);
•Students self-selecting texts based on RRR levels;
•Providing level 1 & level 2 students with Tutorial Services by using the "push-in/pull out";
•Providing LLI (Leveled Literacy Intervention) instruction;

•Providing Process and Strategy charts for reminders of teaching;
•Read 180 provides reading intervention; and
•Be The Three Positive Behavior system is implemented to redirect inappropriate behaviors so students can focus on instruction.

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: Extended School Day
Minutes added to school year:

N/A

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

Student Transition and Readiness

PreK-12 Transition

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

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

N/A

College and Career Readiness

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

Students will meet one-on-one with their teacher to review and choose course selections annually. Teachers in collaboration with the Crisis Intervention Teacher (CIT) will advise students on which courses of studies that would be relevant to their career aspirations in addition to meeting state graduation requirements. Parents will be notified of the course offering and will be encourage to take part in the course selection process.

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

Indian Ridge offers students the opportunity to take courses related to careers in culinary arts, industrial arts, business technology and TV production; all courses include career planning. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Teachers plan project-based learning activities that cross content areas which provide relevance to student's futures.

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

N/A

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

N/A

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.   Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards.

G2.   Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0

G3.   Indian Ridge School will increase parent and community involvement in the educational process.

Strategic Goals Detail

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

G1. Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards. 1a

🔍 G053894

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Intensive Reading Classes
- Technology: Ticket to Read (home-base); Reading Plus; Read 180; Read About; and Reading Counts
- Technology: I-PADs; Laptops; Mini-tablets (Nook)
- Leveled Literacy Intervention programs
- Infused Emotional Therapy
- Positive Behavior Support program
- Individual and Group Therapy
- IEP Accommodations
- Reading Endorsed Teachers
- Academic Coach
- HMH Collections

Targeted Barriers to Achieving the Goal 3

- Struggle with higher-order thinking in daily instruction
- Mental and Emotional-Behavioral Stability interfere with students ability to access the curriculum
- Content area teacher's knowledge of new ELA standards and connection to content area

Plan to Monitor Progress Toward G1. 8

On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards

Person Responsible
Laura Lougee

Schedule
On 8/18/2014

Evidence of Completion
Conference notes; sign-in sheets; Follow-up activities

G2. Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0 `1a`

🔍 G053895

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Inside Algebra
- Technology: IXL.com; InteractMath.com;XtraMath.org
- Gizmos
- Discovery Education
- Choices Career Prep
- HMH Curriculum - Go Math!
- New Textbook for Algebra I & II; Geometry (Larson)
- Positive Behavior Support
- Individual and Group Therapy
- Infused Emotional Therapy
- IEP Accommodations
- Math Manipulatives

Targeted Barriers to Achieving the Goal `3`

- Mental and Emotional-Behavior Stability interfere with students ability to access the curriculum successfully
- Teachers lack of experience in effective common planning

Plan to Monitor Progress Toward G2. `8`

Teachers will plan for daily whole and small group instruction

Person Responsible
Laura Lougee

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA

G3. Indian Ridge School will increase parent and community involvement in the educational process. `1a`

🔍 G053896

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Parents
- Parent Surveys
- Leadership Team
- Teachers
- Clerical Staff

Targeted Barriers to Achieving the Goal `3`

- There is a low interest from parents and community members.
- Students' challenging behaviors at home that affect parents interest in participating at school
- There is a lack of "Community School Feel" due to the distance of families from school site.

Plan to Monitor Progress Toward G3. `8`

Developing successful parenting skills to be a great parent.

Person Responsible

Schedule

Evidence of Completion
FY 14 Title I School-wide Family Involvement Survey Result;Parent sign-in sheets; Volunteer hours logged

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards. `1`

🔑 G053894

G1.B1 Struggle with higher-order thinking in daily instruction `2`

🔑 B136081

G1.B1.S1 On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards `4`

🔑 S148053

Strategy Rationale

Action Step 1 `5`

Training on ELA and Math Florida Standards during professional development days and LTM

Person Responsible

Laura Lougee

Schedule

Biweekly, from 8/18/2014 to 11/7/2014

Evidence of Completion

Conference notes; sign-n sheets; Follow-up activities

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards

Person Responsible

Laura Lougee

Schedule

Biweekly, from 8/18/2014 to 4/6/2015

Evidence of Completion

Conference notes; sign-n sheets; Follow-up activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards

Person Responsible

Laura Lougee

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Conference notes; sign-n sheets; Follow-up activities

G1.B1.S2 Implementation of "Word of the Day" school-wide to increase students' vocabulary 4

S148054

Strategy Rationale

Action Step 1 5

Use of Graphic Organizers

Person Responsible

Carmen Martinez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student generated artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Use of Graphic Organizers

Person Responsible

Schedule

Daily, from 8/18/2014 to 4/6/2015

Evidence of Completion

Student generated artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Use of Graphic Organizers

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student generated artifacts

G1.B1.S3 Use school-wide monthly content focus reading strategy, such as, Close reading; Search and Destroy; etc 4

Strategy Rationale

S148055

Action Step 1 5

Utilize Close reading and other strategies in all content areas

> **Person Responsible**
>
> Carmen Martinez
>
> **Schedule**
>
> Monthly, from 8/18/2014 to 6/4/2015
>
> *Evidence of Completion*
>
> Student generated artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Utilize Close reading and other strategies in all content areas

> **Person Responsible**
>
> Carmen Martinez
>
> **Schedule**
>
> On 6/4/2015
>
> *Evidence of Completion*
>
> Student generated artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Utilize Close reading and other strategies in all content areas

> **Person Responsible**
>
> Carmen Martinez
>
> **Schedule**
>
> Monthly, from 8/18/2014 to 6/4/2015
>
> *Evidence of Completion*
>
> Student generated artifacts

G1.B2 Mental and Emotional-Behavioral Stability interfere with students ability to access the curriculum 2

🔧 B136082

G1.B2.S1 Increase motivation and self-esteem by celebrating success 4

🔧 S148056

Strategy Rationale

Action Step 1 5

Celebrate student achievement

Person Responsible

Ruth Musgrove

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Positive Support program; Character Counts; Behavior point system; Reading Counts; School store

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

Celebrate student achievement

Person Responsible

Ruth Musgrove

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Positive Support program; Character Counts; Behavior point system; Reading Counts; School store

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

Celebrate student achievement

Person Responsible

Ruth Musgrove

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Positive Support program; Character Counts; Behavior point system; Reading Counts; School store

G1.B3 Content area teacher's knowledge of new ELA standards and connection to content area 2

🔑 B136083

G1.B3.S1 Increase Professional Development for staff 4

🔑 S148057

Strategy Rationale

Increase back-ground knowledge on the new Florida Standards

Action Step 1 5

Teachers will attend district trainings on Florida Standard Assessment

Person Responsible

Carmen Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Development Agendas; Sign-in Sheets; Walk-through Logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

G2. Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0 [1]

G053895

G2.B2 Mental and Emotional-Behavior Stability interfere with students ability to access the curriculum successfully [2]

B136086

G2.B2.S1 Provide Real-life experiences Students [4]

S148059

Strategy Rationale

Transition from school to the workplace

Action Step 1 [5]

Implement School to work study program

Person Responsible

Laura Lougee

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students time sheets; Interview notes; Observation notes; Students' schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Implement School to work study program

Person Responsible

Laura Lougee

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students time sheets; Interview notes; Observation notes; Students' schedule

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Implement School to work study program

Person Responsible

Laura Lougee

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students time sheets; Interview notes; Observation notes; Students' schedule

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G2.B2.S2 Training for Parents to assist with School to Work Transition `4`

🔑 S148060

Strategy Rationale

Parental Support vital to Student Success

Action Step 1 `5`

Provide Training for Parents in Literacy across the content areas

Person Responsible

Laura Lougee

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas; Sign-in Sheets; Evaluations

G2.B4 Teachers lack of experience in effective common planning 2

B136088

G2.B4.S1 Teachers will plan for daily whole and small group instruction 4

S148061

Strategy Rationale

All daily lessons will be strategically planned to meet the academic needs of all students

Action Step 1 5

Establish/reinforce daily planning norms and expectations

Person Responsible

Laura Lougee

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily Planning Norms; Expectations; and Procedures Document

Action Step 2 5

Administration will conduct walk-through's to observe instructional delivery of daily lesson plans; Reading Coach and Learning Team Facilitator will model how to create daily lesson plans

Person Responsible

Laura Lougee

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Walk-through Logs, iObservation

Action Step 3 5

Provide supplemental instructional materials across the core curriculum classes

Person Responsible

Laura Lougee

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Invoices, requisitions, and budget reports

Action Step 4 5

Provide small group instruction and Remediation in Language Arts and Math classes

Person Responsible

Laura Lougee

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers will plan for daily whole and small group instruction

Person Responsible

Laura Lougee

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Teachers will plan for daily whole and small group instruction

Person Responsible

Laura Lougee

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA

G3. Indian Ridge School will increase parent and community involvement in the educational process. `1`

G053896

G3.B1 There is a low interest from parents and community members. `2`

B136089

G3.B1.S1 Establish regular communication of activities, events, and meeting times for parents. `4`

S148062

Strategy Rationale

Action Step 1 `5`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

G3.B1.S2 Develop new and maintain current business partnerships which can involve parents and volunteers. `4`

🔑 S148063

Strategy Rationale

Action Step 1 `5`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

The benefits of having parent and community involvement

Person Responsible

Schedule

Evidence of Completion

Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey

G3.B1.S5 Indian Ridge School will establish interactive parent/student trainings to enhance student knowledge in mathematics and science and increase student achievement on FCAT 2.0 Science/FSA Mathematics Assessment by engaging in a fun Math/Science Stem Night. 4

S160622

Strategy Rationale

The rationale for the training is to build a stronger school to home connection, to have parents interact with students and staff at Indian Ridge in a positive, fun, and academically focused environment.

Action Step 1 5

STEM Night

Person Responsible

Natalie Cromwell

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Person Responsible

Schedule

Evidence of Completion

G3.B2 Students' challenging behaviors at home that affect parents interest in participating at school 2

B136090

G3.B2.S1 Continue Indian Ridge School's Parent University by providing programs that offer parent workshops on variety of issues facing parents. 4

S148066

Strategy Rationale

Action Step 1 5

Developing successful parenting skills to be a great parent

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Developing successful parenting skills to be a great parent

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Developing successful parenting skills to be a great parent

Person Responsible

Schedule

Evidence of Completion

Parent sign-in sheets; Volunteer hours logged; Parent survey

G3.B3 There is a lack of "Community School Feel" due to the distance of families from school site. 2

B136091

G3.B3.S1 Empower parents by involving them in the decision making process and encourage them to join SAC and other school related committees that evaluate school wide programs. 4

S148067

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Training on ELA and Math Florida Standards during professional development days and LTM	Lougee, Laura	8/18/2014	Conference notes; sign-n sheets; Follow-up activities	11/7/2014 biweekly
G1.B1.S2.A1	Use of Graphic Organizers	Martinez, Carmen	8/18/2014	Student generated artifacts	6/4/2015 daily
G1.B1.S3.A1	Utilize Close reading and other strategies in all content areas	Martinez, Carmen	8/18/2014	Student generated artifacts	6/4/2015 monthly
G1.B2.S1.A1	Celebrate student achievement	Musgrove, Ruth	8/18/2014	Positive Support program; Character Counts; Behavior point system; Reading Counts; School store	6/4/2015 daily
G1.B3.S1.A1	Teachers will attend district trainings on Florida Standard Assessment	Martinez, Carmen	8/18/2014	Professional Development Agendas; Sign-in Sheets; Walk-through Logs	5/29/2015 monthly
G2.B2.S1.A1	Implement School to work study program	Lougee, Laura	8/18/2014	Students time sheets; Interview notes; Observation notes; Students' schedule	6/4/2015 weekly
G2.B2.S2.A1	Provide Training for Parents in Literacy across the content areas	Lougee, Laura	8/18/2014	Agendas; Sign-in Sheets; Evaluations	6/4/2015 monthly
G2.B4.S1.A1	Establish/reinforce daily planning norms and expectations	Lougee, Laura	8/18/2014	Daily Planning Norms; Expectations; and Procedures Document	6/4/2015 daily
G3.B1.S1.A1	The benefits of having parent and community involvement			Parent sign-in sheets; Volunteer hours logged; Parent survey	one-time
G3.B1.S2.A1	The benefits of having parent and community involvement			Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey	once
G3.B2.S1.A1	Developing successful parenting skills to be a great parent			Parent sign-in sheets; Volunteer hours logged; Parent survey	once
G3.B3.S1.A1	[no content entered]			one-time	
G3.B1.S5.A1	STEM Night	Cromwell, Natalie		one-time	
G2.B4.S1.A2	Administration will conduct walk-through's to observe instructional delivery of daily lesson plans; Reading Coach and Learning Team Facilitator will model how to create daily lesson plans	Lougee, Laura	9/8/2014	Walk-through Logs, iObservation	6/4/2015 daily
G2.B4.S1.A3	Provide supplemental instructional materials across the core curriculum classes	Lougee, Laura	9/8/2014	Invoices, requisitions, and budget reports	6/4/2015 monthly
G2.B4.S1.A4	Provide small group instruction and Remediation in Language Arts and Math classes	Lougee, Laura	9/8/2014		6/4/2015 monthly
G1.MA1	On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards	Lougee, Laura	8/18/2014	Conference notes; sign-in sheets; Follow-up activities	8/18/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards	Lougee, Laura	8/18/2014	Conference notes; sign-n sheets; Follow-up activities	6/4/2015 biweekly
G1.B1.S1.MA1	On-going Professional Development for staff on implementation of the new ELA and Math Florida Standards	Lougee, Laura	8/18/2014	Conference notes; sign-n sheets; Follow-up activities	4/6/2015 biweekly
G1.B2.S1.MA1	Celebrate student achievement	Musgrove, Ruth	8/18/2014	Positive Support program; Character Counts; Behavior point system; Reading Counts; School store	6/4/2015 daily
G1.B2.S1.MA1	Celebrate student achievement	Musgrove, Ruth	8/18/2014	Positive Support program; Character Counts; Behavior point system; Reading Counts; School store	6/4/2015 daily
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Use of Graphic Organizers		8/18/2014	Student generated artifacts	6/4/2015 daily
G1.B1.S2.MA1	Use of Graphic Organizers		8/18/2014	Student generated artifacts	4/6/2015 daily
G1.B1.S3.MA1	Utilize Close reading and other strategies in all content areas	Martinez, Carmen	8/18/2014	Student generated artifacts	6/4/2015 monthly
G1.B1.S3.MA1	Utilize Close reading and other strategies in all content areas	Martinez, Carmen	8/18/2014	Student generated artifacts	6/4/2015 one-time
G2.MA1	Teachers will plan for daily whole and small group instruction	Lougee, Laura	8/18/2014	Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA	6/4/2015 monthly
G2.B2.S1.MA1	Implement School to work study program	Lougee, Laura	8/18/2014	Students time sheets; Interview notes; Observation notes; Students' schedule	6/4/2015 weekly
G2.B2.S1.MA1	Implement School to work study program	Lougee, Laura	8/18/2014	Students time sheets; Interview notes; Observation notes; Students' schedule	6/4/2015 weekly
G2.B4.S1.MA1	Teachers will plan for daily whole and small group instruction	Lougee, Laura	8/18/2014	Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA	6/4/2015 monthly
G2.B4.S1.MA1	Teachers will plan for daily whole and small group instruction	Lougee, Laura	8/18/2014	Weekly Lesson Plans; Classroom walk-through logs; EDW data; Agendas; Student artifacts; Diagnostic for Florida Standard Assessments (Performance Matters); Practice material aligned with the FAA	6/4/2015 monthly
G3.MA1	Developing successful parenting skills to be a great parent.		FY 14 Title I School-wide Family Involvement Survey Result;Parent sign-in sheets; Volunteer hours logged	one-time	
G3.B1.S1.MA1	The benefits of having parent and community involvement		Parent sign-in sheets; Volunteer hours logged; Parent survey	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	The benefits of having parent and community involvement		Parent sign-in sheets; Volunteer hours logged; Parent survey	once	
G3.B2.S1.MA1	Developing successful parenting skills to be a great parent		Parent sign-in sheets; Volunteer hours logged; Parent survey	once	
G3.B2.S1.MA1	Developing successful parenting skills to be a great parent		Parent sign-in sheets; Volunteer hours logged; Parent survey	once	
G3.B3.S1.MA1	[no content entered]			once	
G3.B3.S1.MA1	[no content entered]			once	
G3.B1.S2.MA1	The benefits of having parent and community involvement		Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey	once	
G3.B1.S2.MA1	The benefits of having parent and community involvement		Parent and community member sign-in sheets; Volunteer hours logged; Parent and community survey	once	
G3.B1.S5.MA1	[no content entered]			one-time	
G3.B1.S5.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G1. Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards.

G1.B3 Content area teacher's knowledge of new ELA standards and connection to content area

G1.B3.S1 Increase Professional Development for staff

PD Opportunity 1

Teachers will attend district trainings on Florida Standard Assessment

Facilitator

Carmen Martinez

Participants

Faculty and Staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G2. Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0

G2.B4 Teachers lack of experience in effective common planning

G2.B4.S1 Teachers will plan for daily whole and small group instruction

PD Opportunity 1

Establish/reinforce daily planning norms and expectations

Facilitator

Carmen Martinez

Participants

Faculty and Staff

Schedule

Daily, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Provide supplemental instructional materials across the core curriculum classes

Facilitator

Carmen Martinez

Participants

Faculty and Staff

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards.	2,187
Goal 2: Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0	21,617
Goal 3: Indian Ridge School will increase parent and community involvement in the educational process.	600
Grand Total	**24,404**

Goal 1: Indian Ridge School will provide rigorous instruction in reading and writing throughout the content areas that are aligned to respective content standards.		
Description	**Source**	**Total**
B1.S1.A1 - PD Supplies, ie copy paper; cartridges; Highlighers	Title I Part A	250
B3.S1.A1 - District Trainings on Florida Standard and state Assessments	Title I Part A	250
B3.S1.A1 - Ipads for PD	Title I Part A	1,687
Total Goal 1		**2,187**

Goal 2: Indian Ridge Teachers will collaborate and plan rigorous and relevant instruction that is aligned to ELA and Mathematics Florida Standards, EOC's, and Science FCAT 2.0		
Description	**Source**	**Total**
B2.S1.A1 - Gas for School owned Bus	Title I Part A	500
B2.S1.A1 - Instructional materials, ie Books on Trades and Interviewing skills, etc. Card-stock; Lined paper	Title I Part A	500
B2.S2.A1 - Paper; Folders; Ink; Sticky notes; Food for Parent Trainings	Title I Part A	2,000
B2.S2.A1 - Postage for Parent mail-outs	Title I Part A	500
B4.S1.A3 - Classroom On-line subscriptions: Ticket to Read; Reading A - Z; XL Math Program	Title I Part A	2,304
B4.S1.A3 - Copy paper; Ink; Whiteboard Markers; Classroom Libraries; Notebooks; Folders; High-lighters and Chart-paper; Clip-boards; Instructional Games; manipulatives	Title I Part A	5,813
B4.S1.A3 - Classroom Ipads; tablets	Title I Part A	5,500
B4.S1.A3 - science table and science centers	Title I Part A	1,500
B4.S1.A4 - Tutorials	Title I Part A	3,000
Total Goal 2		**21,617**

Goal 3: Indian Ridge School will increase parent and community involvement in the educational process.		
Description	**Source**	**Total**
B1.S5.A1 - Science Museum Stem Activities - Facilitator Refreshments	Title I Part A	600
Total Goal 3		**600**