

Indian Ridge School



2017-18 Schoolwide Improvement Plan

Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

<https://irs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Indian Ridge School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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. We are committed to developing a community of environmentally responsible learners by teaching how to efficiently use resources, creating a healthy environment, integrating ecological curriculum, encouraging healthy eating, and sustainable community practices.

b. 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 to be successful in a less restrictive environment.

2. School Environment

a. 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 - An example of this is having a guest Holocaust survivor present to our students.

b) History of Africans and African Americans - An example of this would be having a African American presentation for students broadcast on our school news.

c) Hispanic Contributions - An example would be having students study the contributions of Hispanics.

d) Women's Contributions - An example would be having students study the contributions of Hispanics.

e) Sacrifices of Veterans - The school will honor veterans by studying their contributions and developing an appreciation program.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

- 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.

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

- 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 (Boys Town, and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. Students learn to regulate their behavior through our school-wide Zones of Regulation curriculum.

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

- 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.

3. Early Warning Systems

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

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

- 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	1	3	9	4	10	11	7	8	11	9	14	89
One or more suspensions	0	1	4	5	1	1	3	6	4	6	8	4	4	47
Course failure in ELA or Math	0	2	2	8	10	6	7	9	7	5	7	3	7	73
Level 1 on statewide assessment	0	0	0	11	6	3	9	7	7	4	10	8	3	68
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. 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, Foundations, etc.;
- * Data Chats with Teachers and Students
- 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.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

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.

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

- 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, positive post cards, 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Cromwell, Natalie	Principal
Ford, Eugene	Assistant Principal
Musgrove, Ruth	Other

b. Duties

1. 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.

During Professional Learning Communities meetings, teachers participate in shared decision-making practices that impact student instruction by reviewing and discussing student data.

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

The 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 Professional Learning Communities 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. Funds are used to purchase manipulatives, 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) and provide engaging experiences for students through field trips.
2. Professional development activities are paid for with District Title II funds. Marzano Training and Learning Team Facilitators are provided by Title II.
3. Indian Ridge Staff collaborates with Gulf-stream Goodwill Industries, Vocational Rehab, Greenacres Bowling Alley, Locks of Love, Keiser University, 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 MVP staff work with the school to provided services for families that are Homeless. Food drives for students and gifts baskets during the holidays are provided for families in need.
7. Business partners include, but are not limited to, Golden Lakes Home Owners Associations; West Palm Hospital; Chick-Fil-A; Green Acres Bowl; Jason's Deli; Kona Ice; Premier Health and Wellness; Back to Basics; Gator Bowl.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brian Alex	Teacher
Eugene Ford	Education Support Employee
Sharon Tarlow	Business/Community
Cheryl Harris	Education Support Employee
Natalie Cromwell	Education Support Employee
Jason Smith	Teacher
Ruth Ann Musgrove	Education Support Employee
Beth Trogdon	Business/Community
Frank Mellilo	Business/Community
Louise Mellilo	Business/Community
Lena Gadson	Student
Michelle Beatty	Education Support Employee
Venus Williams	Student
Roneeka Williams	Student
Dr. Joseph Lee	Education Support Employee
T. McKinney	Parent
G. Carpenter	Parent
Erika Russell	Business/Community
Jodie Reems	Business/Community
Michael DeJesus	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The 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

b. 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.

c. 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 2017) to review progress for the current school year, and make plans for the next school year.

2. 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 technology, materials for enrichment, and curriculum enhancement, including field trips.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Cromwell, Natalie	Principal
Ford, Eugene	Assistant Principal
Musgrove, Ruth	Administrative Support

b. Duties

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

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 Professional Learning Communities 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.

D. Public and Collaborative Teaching

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

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and

supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is by having teachers participate in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content area. 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. Teachers also attend Student Support Meetings to discuss student behavior and academics in order to problem solve with their team and administration.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

b. Instructional Strategies

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 45- 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.

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

Strategy: Summer Program

Minutes added to school year: 1,350

Students are engaged in the ESE Summer program offered at Indian Ridge School. All core academics are taught and students have the opportunity to engaged in enrichment activities to increase their motivation for learning. There is a common theme during the summer time in which the curriculum is developed to around the central theme.

Strategy Rationale

Students are able to earn credits and take exams (Pert Exam) in order to recover credits lost during the school year. Students also are able to earn their on-line credit and engaged in research projects. Students are provided with reinforcement in the foundational skills, this helps prevent the summer slide.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ford, Eugene, eugene.ford@palmbeachschools.org

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

Sign In Sheets, Student Academic Progress Data, Exams, & On-Line Assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Indian Ridge School services students in elementary, middle, and high school. Students come to Indian Ridge from throughout Palm Beach County. Students are placed based upon an IEP team

decision. Once students are placed our school has a transitioning new students checklist that must be completed by the Crisis Intervention Teacher in order to ensure that the student feels welcomed, supported, and understands the rules/procedures of his/her new school. When a student transition from elementary to middle or middle to high school, a student assembly is provided for the students and families to review expectations, information regarding academics, and school procedures. When a student is ready to transition to a comprehensive campus, our Community Based Vocational Educator/Transition Coordinator sets up an appoint for the student and family to tour the campus of the new school and meet with integral team members to ensure a smooth transition. The transition coordinator periodically checks on the transition student and supports the comprehensive campus in ensuring the success of the student.

b. College and Career Readiness

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

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. Students will also have the opportunity to take Industry Certification courses. We also work with students to sign up for Kahn Academy for ACT/SAT prep.

2. 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.

3. 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

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

Some of the strategies being used to improve student readiness for postsecondary level include:

- Partnership with Keiser University
- CBVE Program experience off campus (community job related skills developed)
- Vocational Rehab Evaluations for some of our students
- Career Exploration Surveys for all students
- Guest Speakers
- Career Day
- Integrate Career/College Readiness Skills/Training into our Learning Strategies Classes
- All High School Students take the Kuder Assessment
- Goal Chats with Administration and CIT's
- Register for Kahn Academy - Prepare for ACT & SAT

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

 G094898

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Gains	43.0
Chronic Absenteeism	50.0

Targeted Barriers to Achieving the Goal **3**

- Establish a learning environment where all students are highly engaged and provided with rigorous instruction connected to the standards.

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

- Intensive Reading Classes
- Technology: Reading Plus; Read 180; Read About; Reading A-Z, 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
- Study Island - Civics, US History, All Subject Area
- Chapter Books to Integrate Common Theme Through all Content Areas
- Title One Supplemental Monies
- Reading Eggs
- I-Ready - Language Arts & Math Middle/High School
- Title One Supplemental Monies
- Reading Eggs
- I-Ready - Language Arts & Math Middle/High School

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1**

 G094898

G1.B4 Establish a learning environment where all students are highly engaged and provided with rigorous instruction connected to the standards. **2**

 B255312

G1.B4.S1 Staff will engage in professional development experiences and PLC's focusing on delivering standards based instruction and maintaining a high level of student engagement. **4**

 S269798

Strategy Rationale

If staff members engage in professional development experiences to build their capacity in providing effective instruction, then student achievement will increase.

Action Step 1 **5**

PLC Leaders will engage in Professional Development experiences (PLC Leader Training) offered by Single School Culture 2.0 targeted towards providing students with rigorous instruction connected to the standards. .

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 8/21/2017 to 12/15/2017

Evidence of Completion

PLC Agenda, TDE, Implementation in the Classroom, Observation Data, PLC Agenda/ Minutes, etc.

Action Step 2 **5**

PLC Leaders will share their expertise with their PLC Teams in order to improve standards based instruction and create a high level of student engagement.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 8/21/2017 to 12/15/2017

Evidence of Completion

Implementation in the Classroom, Observation Data, PLC Agenda/Minutes, etc.

Action Step 3 5

Administrative Team will provide all staff with professional development session on increasing student engagement (pillars of effective instruction) while ensuring that instruction is rigorous and connected to the standards.

Person Responsible

Natalie Cromwell

Schedule

On 8/8/2017

Evidence of Completion

Agenda, Sign In, Power Point, Jig Saw Activity, Chart Paper Results

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will attend bi-weekly PLC Meetings to monitor progress, conduct classroom walk-throughs, engage in data chats with teachers and students, conduct pre and post conferences with teachers, meet with PLC leaders, ensure all PLC leaders are sign up for PLC Leader Training, review assessment data, etc...

Person Responsible

Natalie Cromwell

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Agenda/Minutes, PLC Training Agenda/Materials (share out with Leadership Team & PLC Team members), Attend PLC Meetings, Review FSA and Assessment Data with Students and Teachers, Observation Data through classroom walkthroughs, Conferences with teachers, evidence of implementation of PD sessions, etc..

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will facilitate the PD opportunity and will follow up by monitoring educators for implementation of culminating activities, STEAM activities, engagement strategies, collaboration with teams in planning student engagement experiences, PLC planning, classroom walkthroughs, behavior data, etc....

Person Responsible

Eugene Ford

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Behavior Data, PLC Agenda/Minutes, Observation Data, Conferences with Teachers, PD Sessions, etc...

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will provide support PLC Leaders, Assessment Data/Strategies will be shared with educators individually and in PLC Meetings, PD will be provided for staff, instructional rounds, educators will support one another, Reading Coach will provide support for planning and instruction, post conferences will be conducted and then a follow-up classroom walkthrough will be conducted to not areas of improvement and areas in need of development, teachers will set goals with students and track their progress in meeting those goals, teachers will use scales to assist in tracking progress towards meeting the standard, student success will be celebrated.

Person Responsible

Natalie Cromwell

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Observation Data, Data Chats, Conferences with Educators, PLC Meeting Agenda/Minutes, Scales, Lesson Plans, Achievement Celebrations, Goal Setting Sheets, Standards Based Instruction (Scales) being used in the classroom, professional development session (TDE/ Agenda) documentation and evidence of implementation in the classroom setting.

G1.B4.S2 Student Centered Strategy focused on supporting students: Examples: 1) SwPBS, 2) Providing students with personalized learning (counseling, small group instruction, tutorial, etc) 4

S269799

Strategy Rationale

Action Step 1 5

Provide tutorial for students who need remediation and enrichment.

Person Responsible

Eugene Ford

Schedule

Weekly, from 11/6/2017 to 4/20/2018

Evidence of Completion

Tutorial sign In, tutorial lesson plans,

Action Step 2 5

Students will receive on-call, individual and group counseling to assist in staying on track academically and to learn to use their coping skills in order to maintain emotional stability.

Person Responsible

Ruth Musgrove

Schedule

Evidence of Completion

On-Call log, session documentation, and group counseling planning PLC agenda, Lesson plans

Action Step 3 **5**

Student will be provided with a variety of choice options to increase their student engagement and motivate them to perform to higher standard academically. These programs will also help motivate students to come to school each day!

Person Responsible










Natalie Cromwell

Schedule

On 6/1/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S2.A2  A360618	Students will receive on-call, individual and group counseling to assist in staying on track...	Musgrove, Ruth	8/14/2017	On-Call log, session documentation, and group counseling planning PLC agenda, Lesson plans	No End Date daily
G1.B4.S1.A3  A360616	Administrative Team will provide all staff with professional development session on increasing...	Cromwell, Natalie	8/8/2017	Agenda, Sign In, Power Point, Jig Saw Activity, Chart Paper Results	8/8/2017 one-time
G1.B4.S1.A1  A360614	PLC Leaders will engage in Professional Development experiences (PLC Leader Training) offered by...	Cromwell, Natalie	8/21/2017	PLC Agenda, TDE, Implementation in the Classroom, Observation Data, PLC Agenda/Minutes, etc.	12/15/2017 monthly
G1.B4.S1.A2  A360615	PLC Leaders will share their expertise with their PLC Teams in order to improve standards based...	Cromwell, Natalie	8/21/2017	Implementation in the Classroom, Observation Data, PLC Agenda/Minutes, etc.	12/15/2017 monthly
G1.B4.S2.A1  A360617	Provide tutorial for students who need remediation and enrichment.	Ford, Eugene	11/6/2017	Tutorial sign In, tutorial lesson plans,	4/20/2018 weekly
G1.B4.S1.MA1  M385316	Administration will provide support PLC Leaders, Assessment Data/Strategies will be shared with...	Cromwell, Natalie	8/21/2017	Observation Data, Data Chats, Conferences with Educators, PLC Meeting Agenda/Minutes, Scales, Lesson Plans, Achievement Celebrations, Goal Setting Sheets, Standards Based Instruction (Scales) being used in the classroom, professional development session (TDE/Agenda) documentation and evidence of implementation in the classroom setting.	6/1/2018 biweekly
G1.B4.S1.MA1  M385317	Administrators will attend bi-weekly PLC Meetings to monitor progress, conduct classroom...	Cromwell, Natalie	8/21/2017	PLC Agenda/Minutes, PLC Training Agenda/Materials (share out with Leadership Team & PLC Team members), Attend PLC Meetings, Review FSA and Assessment Data with Students and Teachers, Observation Data through classroom walkthroughs, Conferences with teachers, evidence of implementation of PD sessions, etc..	6/1/2018 biweekly
G1.B4.S1.MA3  M385318	Administrators will facilitate the PD opportunity and will follow up by monitoring educators for...	Ford, Eugene	8/21/2017	Lesson Plans, Behavior Data, PLC Agenda/Minutes, Observation Data, Conferences with Teachers, PD Sessions, etc...	6/1/2018 weekly
G1.B4.S2.A3  A360619	Student will be provided with a variety of choice options to increase their student engagement and...	Cromwell, Natalie	8/14/2017		6/1/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B4 Establish a learning environment where all students are highly engaged and provided with rigorous instruction connected to the standards.

G1.B4.S1 Staff will engage in professional development experiences and PLC's focusing on delivering standards based instruction and maintaining a high level of student engagement.

PD Opportunity 1

PLC Leaders will engage in Professional Development experiences (PLC Leader Training) offered by Single School Culture 2.0 targeted towards providing students with rigorous instruction connected to the standards. .

Facilitator

Single School Culture 2.0

Participants

PLC Leaders

Schedule

Monthly, from 8/21/2017 to 12/15/2017

PD Opportunity 2

PLC Leaders will share their expertise with their PLC Teams in order to improve standards based instruction and create a high level of student engagement.

Facilitator

Single School Culture 2.0

Participants

PLC Leaders

Schedule

Monthly, from 8/21/2017 to 12/15/2017

PD Opportunity 3

Administrative Team will provide all staff with professional development session on increasing student engagement (pillars of effective instruction) while ensuring that instruction is rigorous and connected to the standards.

Facilitator

Natalie Cromwell, Eugene Ford, Ruth Ann Musgrove

Participants

All Teachers/Therapists

Schedule

On 8/8/2017

VI. Technical Assistance Items

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