2013-2014 SCHOOL IMPROVEMENT PLAN

Indian Ridge School

1955 GOLDEN LAKES BLVD

West Palm Beach, FL 33411

561-681-0005

www.palmbeach.k12.fl.us/indianridge

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	Yes	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Indian Ridge School

Principal
Laura Lougee

School Advisory Council chair
Brian Alex

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Eugene Ford	Assistant Principal
Rita Wallach	Student Advocate
Starr Cobb	ESE Contact
Carmen Martinez	Reading Coach

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of Laura Lougee, Principal; Eugene Ford, Assistant Principal; Brian Alex, SAC Chair; Stacey Oak, SAC Secretary; Kelli Kuzniar, School Staff; Jacquelyn Taylor-Wilson, District Staff; Minerva Viton, School Staff; Eva Manditch, Parent; Edward Manditch, Parent; Linda Prentice, Parent; Jeanie Doriot, Business/Community Partner; Sharon Tarlow, Business/Community Partner; Shelley Greif, Business/Community.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

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. Starting school year 2014, the SAC will hold an annual SAC retreat (March 2014) to review progress for the current school year, and to make plans for the next school year.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Laura Lougee		
Principal	Years as Administrator: 20	Years at Current School: 1

Credentials	Degree(s): B.S. - Special Education M.S. - Special Education M.S. - Elementary Education Ed.S. - Educational Leadership Certification(s): Elementary Education (grades 1-6) School Principal (all levels)
Performance Record	Indian Pines Elem 2012-2013 Grade C % High Standards in Reading/Math/Writing/Science 39/49/64/49 % Learning Gains in Reading/Math 59/56 % Lowest 25% Learn Gains in Reading/Math 69/55 2011-2012 Grade B % High Standards in Reading/Math/Writing/Science 41/47/82/49 % Learning Gains in Reading/Math 69/67 % Lowest 25% Learn Gains in Reading/Math 82/72 2010-2011 Grade B % High Standards in Reading/Math/Writing/Science 58/64/93/42 % Learning Gains in Reading/Math 64/64 % Lowest 25% Learn Gains in Reading/Math 63/68 2009-2010 Grade B % High Standards in Reading/Math/Writing/Science 60/68/81/53 % Learning Gains in Reading/Math 67/66 % Lowest 25% Learn Gains in Reading/Math 53/52 2008-2009 Grade A % High Standards in Reading/Math/Writing/Science 64/67/94/34 % Learning Gains in Reading/Math 70/74 % Lowest 25% Learn Gains in Reading/Math 74/79

Eugene Ford		
Asst Principal	Years as Administrator: 9	Years at Current School: 0

Credentials	Degree(s): B.S. - Mathematics Education M.S. - Educational Leadership Certification(s): Mathematics (grades 5-9) Mathematics (grades 6-12) Educational Leadership (all levels)
Performance Record	Carver Middle 2012-2013 Grade C % High Standards in Reading/Math/Writing/Science 41/38/64/32 % Learning Gains in Reading/Math 63/58 % Lowest 25% Learn Gains in Reading/Math 59/65 Watson B. Duncan Middle 2011-2012 Grade A % High Standards in Reading/Math/Writing/Science 66/70/90/67 % Learning Gains in Reading/Math 64/72 % Lowest 25% Learn Gains in Reading/Math 61/61 2010-2011 Grade A % High Standards in Reading/Math/Writing/Science 83/83/86/74 % Learning Gains in Reading/Math 66/74 % Lowest 25% Learn Gains in Reading/Math 62/69 2009-2010 Grade A % High Standards in Reading/Math/Writing/Science 82/84/91/69 % Learning Gains in Reading/Math 66/76 % Lowest 25% Learn Gains in Reading/Math 62/73 John F. Kennedy Middle 2008-2009 Grade C % High Standards in Reading/Math/Writing/Science 35/43/93/10 % Learning Gains in Reading/Math 62/68 % Lowest 25% Learn Gains in Reading/Math 76/71

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Carmen Martinez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 11

Areas	Reading/Literacy
Credentials	Degree(s): B.S. - Exceptional Student Education Certification(s): Elementary Education (grades 1-6) Emotionally Handicapped (grades K-12) Reading Endorsement ESOL Endorsement
Performance Record	Indian Ridge School 2012-2013 Reading Learning Gains: 52% Math Learning Gains: 63% Improvement Rating: Declining 2011-2012 Reading Learning Gains: 70% Math Learning Gains: 65% Improvement Rating: Improving

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
43, 100%

 # Highly Qualified Teachers
91%

 # certified in-field
43, 100%

 # ESOL endorsed
10, 23%

 # reading endorsed
6, 14%

 # with advanced degrees
22, 51%

 # National Board Certified
0, 0%

 # first-year teachers
2, 5%

 # with 1-5 years of experience
8, 19%

 # with 6-14 years of experience
17, 40%

 # with 15 or more years of experience
16, 37%

Education Paraprofessionals

# of paraprofessionals
19

 # Highly Qualified
19, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The leadership team screen teacher applications and 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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Problem Solving Model
The four steps of the Problem Solving Model are:
1. Problem Identification entails identifying the problem and the desired behavior improvement for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the
identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting and if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students
achieving benchmarks regardless of their status in general or special education.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), Scholastic Reading Inventory (SRI), Fall Diagnostics Progress Monitoring: Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Diagnostic Assessment for Reading (DAR), Princeton Review, SRI, Winter Diagnostics End of Year: FCAT

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The leadership team will provide feedback to the staff through weekly grade and content like Learning Team Meetings. Once each month the data will be shared with parents and other stakeholders through the School Advisory Committee.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laura Lougee	Principal
Eugene Ford	Assistant Principal
Carmen Martinez	Reading Coach
Danielle Gorostiage	Media Specialist
Audrey Petrillo	High School Teacher
Rosa Castillo	High School Teacher
Marian Mogul	High School Teacher
Louise Villao	Middle School Teacher
Danny Baksh	Elementary School Teacher
Cathy Cook	Elementary School Teacher
Denise Steinick	Elementary School Teacher
Karen Markus	Therapist
Jill Williams	Speech Pathologist

How the school-based LLT functions

The Literacy Leadership Team plays an integral part in the leadership of the school. The Literacy Leadership Team meets with the principal monthly to develop and implement a variety of strategies to build a culture of reading throughout the school and across all disciplines. The Literacy Leadership Team plans activities and projects that will be initiated throughout the school year.

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Indian Ridge incorporates reading throughout the curriculum. Each teacher has the responsibility to ensure that reading strategies are included in their lesson plans. Teacher lesson plans are reviewed monthly to ensure that reading is included in all plans.
All teachers participate in weekly Learning Team Meetings (LTM) to get professional development on researched based reading strategies. Through our Learning Team Meetings (LTM), teachers work together to analyze student data, plan focused mini-lessons for reading strategies, 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. Teachers have discussions on how content area teachers can support the FCIM process.
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.
All teachers will have "Word Walls" with relevant vocabulary associated with current lesson. Mathematics teachers will use word problems; Science teachers will use the Scientific Method and require all students to complete a Science Fair Project; and Social Studies teachers will use graphic organizers to teach reading.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	55%	No	68%
American Indian				
Asian				
Black/African American	61%	50%	No	65%
Hispanic				
White	71%	56%	No	74%
English language learners				
Students with disabilities	64%	55%	No	68%
Economically disadvantaged	65%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	21%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	17	85%	90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	28	52%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	100%	100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	54%	No	72%
American Indian				
Asian				
Black/African American	63%	57%	No	67%
Hispanic				
White	75%	52%	No	78%
English language learners				
Students with disabilities	69%	54%	No	72%
Economically disadvantaged	69%	56%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		54%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		66%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	33	63%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		0%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	53%	No	72%
American Indian				
Asian				
Black/African American	63%	53%	No	67%
Hispanic				
White	75%	54%	No	78%
English language learners				
Students with disabilities	69%	53%	No	72%
Economically disadvantaged	69%	54%	No	72%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	11	100%	100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		50%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		53%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		60%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	95	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	13%	5%
Students retained, pursuant to s. 1008.25, F.S.	1	5%	0%
Students who are not proficient in reading by third grade	4	100%	50%
Students who receive two or more behavior referrals	4	17%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	8%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	23%	12%
Students who fail a mathematics course	4	13%	6%
Students who fail an English Language Arts course	3	10%	5%
Students who fail two or more courses in any subject	4	13%	6%
Students who receive two or more behavior referrals	11	38%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	23%	12%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	26%	13%
Students in ninth grade with one or more absences within the first 20 days	5	56%	28%
Students in ninth grade who fail two or more courses in any subject	4	44%	22%
Students with grade point average less than 2.0	7	17%	9%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	3	7%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	12%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	3	19%	29%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	2	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	15%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent will be provided with extensive training to build capacity to impact their child's achievement in the 2013-2014 school years. Indian Ridge School will continue Parent University by providing programs that offer parent workshops on variety of issues facing parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent University Workshop		35%	50%
Spaghetti Bowl and Book Fair Night		70%	80%

Area 10: Additional Targets

Additional targets for the school

Indian Ridge School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Indian Ridge teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)			100%

Goals Summary

G1. 58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.

G2. 69% of students will make a learning gain in Mathematics as demonstrated by performance on the FCAT 2.0, FAA, Algebra I EOC, and Geometry EOC.

G3. To increase the percent of students achieving on grade level (score 3.5 or higher) on the 2014 FCAT Writing

G4. To increase parent and community involvement in the educational process.

Goals Detail

G1. 58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains)

Resources Available to Support the Goal

- Intensive Reading Classes
- Technology: "Ticket to Read" (home-based) "Reading Plus" "Read 180" "Read About" "Reading Counts" "FCAT Explorer"
- "Leveled Literacy Intervention" programs
- Infused Emotional Therapy
- Positive Behavior Support program
- Individual and Group Therapy
- IEP Accommodations
- Reading Endorsed Teachers

Targeted Barriers to Achieving the Goal

- Struggle with higher-order thinking in daily instruction.
- Mental and Emotional-Behavioral Stability interfere with students ability to access the curriculum successfully.

Plan to Monitor Progress Toward the Goal

Hold regular and consistent Learning Team Meetings (LTM) to utilize the most effective practices from Standards in Practice and the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Administration, Reading Coach, Instructional Staff

Target Dates or Schedule:
Weekly, according to District schedule

Evidence of Completion:
Diagnostics for FCAT, Core K-12, Classroom assessments, Practice material aligned with the FAA, Data, artifacts

G2. 69% of students will make a learning gain in Mathematics as demonstrated by performance on the FCAT 2.0, FAA, Algebra I EOC, and Geometry EOC.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School FAA, High School FAA)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal
- "Inside Algebra"

- Springboard Curriculum

- Pearson

- Technology: "IXL.com"; "InteractMath.com"; "XtraMath.org"; "Pearsonsuccessnet.org"; BrainPop; Gizmos; Discovery Education; FCAT Explorer; Core K-12; Think Central; Choices Career Prep; Riverdeep/ Destination Math

- TransMath Curriculum

- Positive Behavior Support

- Individual and Group Therapy

- Infused Emotional Therapy

- IEP Accommodations

- Math manipulatives

Targeted Barriers to Achieving the Goal
- Struggle with higher-order thinking in daily instruction

- Mental and Emotional-Behavior Stability interfere with students ability to access the curriculum successfully

Plan to Monitor Progress Toward the Goal

Hold regular and consistent Learning Team Meetings (LTM) to utilize the most effective practices from Standards in Practice and the Florida Continuous Improvement Model (FCIM).

Person or Persons Responsible
Administration, Reading Coach, Instructional Staff

Target Dates or Schedule:
Daily reminder from Instructional staff; Daily homework assignments

Evidence of Completion:
Diagnostics for FCAT, Core K-12, Classroom assessments, Practice material aligned with the FAA, Data, artifacts

G3. To increase the percent of students achieving on grade level (score 3.5 or higher) on the 2014 FCAT Writing

Targets Supported
- Writing

Resources Available to Support the Goal
- Springboard
- Top Score Writing
- District Support Staff

Targeted Barriers to Achieving the Goal
- Lack of writing opportunities
- Students lack the knowledge of the FCAT Writing Rubric

Plan to Monitor Progress Toward the Goal

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible
Administration, Reading Coach, Instructional Staff

Target Dates or Schedule:
Weekly, according to District schedule

Evidence of Completion:
Palm Beach Writes, Classroom assessments, Practice material aligned with the FAA, Data, artifacts

G4. To increase parent and community involvement in the educational process.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parents

- Parent Surveys

- Leadership Team

- Teachers

- Clerical Staff

Targeted Barriers to Achieving the Goal

- There is a low interest from parents and community members.

- Students' challenging behaviors at home that affect parents interest in participating at school

Plan to Monitor Progress Toward the Goal

Developing successful parenting skills to be a great parent.

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule:

School functions; SAC meetings; IEP meetings

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

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

G1. 58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.

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

G1.B1.S1 On-going Professional Development for staff on implementation of the Common Core Standards.

Action Step 1

Teachers will continue expanding their knowledge base in regards to Common Core

Person or Persons Responsible

Administration, Professional Development Team

Target Dates or Schedule

Professional Development days and Learning Team Meetings

Evidence of Completion

Conference notes Sign-in sheets Follow-up activities

Facilitator:

Common Core Institute; Reading Coach

Participants:

Instructional staff; School administration

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

Continuing education and expanding knowledge base

Person or Persons Responsible

Administration, Professional Development Team

Target Dates or Schedule

Professional Development days and Learning Team Meetings

Evidence of Completion

Conference notes; Sign-in sheets; Follow-up activities

Plan to Monitor Effectiveness of G1.B1.S1

Continuing education and expanding knowledge base

Person or Persons Responsible

Administration, Professional Development Team

Target Dates or Schedule

Professional Development days and Learning Team Meetings

Evidence of Completion

Conference notes; Sign-in sheets; Follow-up activities

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

Action Step 1

Use of Graphic Organizers

Person or Persons Responsible

Students and Instructional Staff

Target Dates or Schedule

During Instructional activities

Evidence of Completion

Student generated artifacts

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

Use of Graphic Organizers

Person or Persons Responsible

Students and Instructional Staff

Target Dates or Schedule

During Instructional activities

Evidence of Completion

Student generated artifacts

Plan to Monitor Effectiveness of G1.B1.S2

Use of Graphic Organizers

Person or Persons Responsible

Students and Instructional Staff

Target Dates or Schedule

During Instructional activities

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.

Action Step 1

Utilize Close reading and other strategies in all content areas

Person or Persons Responsible

Instructional staff and students

Target Dates or Schedule

PDD days and LTMs

Evidence of Completion

Student generated artifacts

Facilitator:

Reading Coach

Participants:

All teachers

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

Utilize Close reading in all content areas

Person or Persons Responsible

Instructional staff and students

Target Dates or Schedule

Daily

Evidence of Completion

Student generated artifacts

Plan to Monitor Effectiveness of G1.B1.S3

Utilize Close reading in all content areas

Person or Persons Responsible

Instructional staff and students

Target Dates or Schedule

Daily

Evidence of Completion

Student generated artifacts

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

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

Action Step 1

Celebrate student achievement

Person or Persons Responsible

All staff

Target Dates or Schedule

Daily

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

Celebrate student achievement

Person or Persons Responsible

All staff

Target Dates or Schedule

Daily

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

Celebrate student achievement

Person or Persons Responsible

All staff

Target Dates or Schedule

Daily

Evidence of Completion

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

G2. 69% of students will make a learning gain in Mathematics as demonstrated by performance on the FCAT 2.0, FAA, Algebra I EOC, and Geometry EOC.

G2.B1 Struggle with higher-order thinking in daily instruction

G2.B1.S1 Provide differentiated instruction in daily instruction to meet the needs of the students, and increase student engagement.

Action Step 1

Utilize data to differentiate instruction, assignments, and scaffold information given

Person or Persons Responsible

Administration; Instructional staff

Target Dates or Schedule

Lesson plans; Administration walk-through

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Utilize data to differentiate instruction, assignments, and scaffold information given

Person or Persons Responsible

Administration; Instructional staff

Target Dates or Schedule

Lesson plans; Administration walk-through

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Effectiveness of G2.B1.S1

Utilize data to differentiate instruction, assignments, and scaffold information given

Person or Persons Responsible

Administration; Instructional staff

Target Dates or Schedule

Lesson plans; Administration walk-through

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

G2.B1.S2 Increase the use of manipulative and problem solving through cooperative learning activities.

Action Step 1

Implementation of effective teaching strategies that address curriculum objectives.

Person or Persons Responsible

Instructional staff; District support staff; Administration

Target Dates or Schedule

Administration walk-through; Lesson plan; Learning Team Meetings (LTM)

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Implementation of effective teaching strategies that address curriculum objectives.

Person or Persons Responsible

Instructional staff; District support staff; Administration

Target Dates or Schedule

Administration walk-through; Lesson plan; Learning Team Meetings (LTM)

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Effectiveness of G2.B1.S2

Implementation of effective teaching strategies that address curriculum objectives.

Person or Persons Responsible

Instructional staff; District support staff; Administration

Target Dates or Schedule

Administration walk-through; Lesson plan; Learning Team Meetings (LTM)

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

G2.B1.S3 Encourage students to use the online textbook tutorials; remediation material; and videos at home.

Action Step 1

Encourage students utilize different instructional resources

Person or Persons Responsible

Instructional staff; Parent

Target Dates or Schedule

Daily reminder from Instructional staff; Daily homework assignments

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Encourage students utilize different instructional resources

Person or Persons Responsible

Instructional staff; Parent

Target Dates or Schedule

Daily reminder from Instructional staff; Daily homework assignments

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

Plan to Monitor Effectiveness of G2.B1.S3

Encourage students utilize different instructional resources

Person or Persons Responsible

Instructional staff; Parent

Target Dates or Schedule

Daily reminder from Instructional staff; Daily homework assignments

Evidence of Completion

Lesson plans; Data analysis; diagnostic assessments; EDW reports

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

G2.B2.S1 Therapy infused throughout the day

Action Step 1

Students have access to Therapists throughout their school day

Person or Persons Responsible

Therapists, Student Advocate, ESE Contact

Target Dates or Schedule

Daily

Evidence of Completion

Therapists logs, On Call logs, Phone logs, IEP

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Students have access to Therapists throughout their school day

Person or Persons Responsible

Therapists, Student Advocate, ESE Contact

Target Dates or Schedule

Daily

Evidence of Completion

Therapists logs, On Call logs, Phone logs, IEP

Plan to Monitor Effectiveness of G2.B2.S1

Students have access to Therapists throughout their school day

Person or Persons Responsible

Therapists, Student Advocate, ESE Contact

Target Dates or Schedule

Daily

Evidence of Completion

Therapists logs, On Call logs, Phone logs, IEP

G3. To increase the percent of students achieving on grade level (score 3.5 or higher) on the 2014 FCAT Writing

G3.B1 Lack of writing opportunities

G3.B1.S1 Students will have the opportunity to develop sound writing practices and skills through increased writing opportunities in all content area classes.

Action Step 1

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

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

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

Plan to Monitor Effectiveness of G3.B1.S1

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

G3.B2 Students lack the knowledge of the FCAT Writing Rubric

G3.B2.S1 Students score essays using a writing rubric that has been adapted to FCAT Writing expectations.

Action Step 1

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

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

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

Plan to Monitor Effectiveness of G3.B2.S1

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Person or Persons Responsible

Instructional staff; Administration; Students

Target Dates or Schedule

During instructional activities

Evidence of Completion

PB Writes; EDW reports; Formative data from writing portfolios

G4. To increase parent and community involvement in the educational process.

G4.B1 There is a low interest from parents and community members.

G4.B1.S1 Establish regular communication of activities, events, and meeting times for parents.

Action Step 1

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S1

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

G4.B1.S2 Develop new and maintain current business partnerships which can involve parents and volunteers.

Action Step 1

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B1.S2

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S2

The benefits of having parent and community involvement

Person or Persons Responsible

Administration; Parent outreach coordinator

Target Dates or Schedule

School functions; SAC meetings

Evidence of Completion

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

G4.B2 Students' challenging behaviors at home that affect parents interest in participating at school

G4.B2.S1 Continue Indian Ridge School's Parent University by providing programs that offer parent workshops on variety of issues facing parents.

Action Step 1

Developing successful parenting skills to be a great parent

Person or Persons Responsible

Administration; Parent outreach coordinator; Therapeutic staff

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Developing successful parenting skills to be a great parent

Person or Persons Responsible

Administration; Parent outreach coordinator; Therapeutic staff

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B2.S1

Developing successful parenting skills to be a great parent

Person or Persons Responsible

Administration; Parent outreach coordinator; Therapeutic staff

Target Dates or Schedule

School functions; SAC meetings; IEP meetings

Evidence of Completion

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

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

2. Professional development provided by the school district curriculum department is funded with Title II funds. Learning Team Facilitators are provided by Title II.

3. Working on collaboration 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.

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

G1.B1.S1 On-going Professional Development for staff on implementation of the Common Core Standards.

PD Opportunity 1

Teachers will continue expanding their knowledge base in regards to Common Core

Facilitator

Common Core Institute; Reading Coach

Participants

Instructional staff; School administration

Target Dates or Schedule

Professional Development days and Learning Team Meetings

Evidence of Completion

Conference notes Sign-in sheets Follow-up activities

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

PD Opportunity 1

Utilize Close reading and other strategies in all content areas

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

PDD days and LTMs

Evidence of Completion

Student generated artifacts

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.	$14,000
G2.	69% of students will make a learning gain in Mathematics as demonstrated by performance on the FCAT 2.0, FAA, Algebra I EOC, and Geometry EOC.	$4,500
G3.	To increase the percent of students achieving on grade level (score 3.5 or higher) on the 2014 FCAT Writing	$3,000
G4.	To increase parent and community involvement in the educational process.	$3,215
	Total	$24,715

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Title I	$8,000	$16,715	$24,715
Total	$8,000	$16,715	$24,715

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 58% of students will make a learning gain in Reading as demonstrated by performance on FCAT 2.0 and FAA.

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

G1.B1.S1 On-going Professional Development for staff on implementation of the Common Core Standards.

Action Step 1

Teachers will continue expanding their knowledge base in regards to Common Core

Resource Type

Evidence-Based Program

Resource

Common Core Summer Institute Registrations ($90); Marzano Art and Science of Teaching Materials and Teacher Resources ($6411.02); iPads; Nooks; Kindles ($498.98)

Funding Source

Title I

Amount Needed

$7,000

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

Action Step 1

Use of Graphic Organizers

Resource Type

Evidence-Based Program

Resource

Materials to implement CRISS strategies (ie Books; workbooks; manuals)

Funding Source

Title I

Amount Needed

$1,000

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

Action Step 1

Utilize Close reading and other strategies in all content areas

Resource Type

Evidence-Based Materials

Resource

Supplies classroom teachers (i.e. Paper; ink cartridges; classroom libraries) ($3000); Furniture for the reading area (Shelves and rugs for instructional purposes) ($1000); . Subs for teachers attending professional development on literacy ($500).

Funding Source

Title I

Amount Needed

$4,500

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

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

Action Step 1

Celebrate student achievement

Resource Type

Evidence-Based Materials

Resource

"Be the Three" supplies for Positive Behavior Support Program (i.e. Paper; ink cartridges; posters) ($500); Steps to Respect Program for use in group therapy sessions ($1000).

Funding Source

Title I

Amount Needed

$1,500

G2. 69% of students will make a learning gain in Mathematics as demonstrated by performance on the FCAT 2.0, FAA, Algebra I EOC, and Geometry EOC.

G2.B1 Struggle with higher-order thinking in daily instruction

G2.B1.S1 Provide differentiated instruction in daily instruction to meet the needs of the students, and increase student engagement.

Action Step 1

Utilize data to differentiate instruction, assignments, and scaffold information given

Resource Type

Evidence-Based Materials

Resource

Presentation Boards/ labels for math and science fair ($300)

Funding Source

Title I

Amount Needed

$300

G2.B1.S3 Encourage students to use the online textbook tutorials; remediation material; and videos at home.

Action Step 1

Encourage students utilize different instructional resources

Resource Type

Evidence-Based Materials

Resource

Online subscription/Software License ($1500); Applications for IPAD ($200); MATH XL ($500); Subs for teachers attending professional development training ($2000)

Funding Source

Title I

Amount Needed

$4,200

G3. To increase the percent of students achieving on grade level (score 3.5 or higher) on the 2014 FCAT Writing

G3.B1 Lack of writing opportunities

G3.B1.S1 Students will have the opportunity to develop sound writing practices and skills through increased writing opportunities in all content area classes.

Action Step 1

Teach students the parts of the writing process and how to transition smoothly to a finished product.

Resource Type

Evidence-Based Materials

Resource

Springboard Textbooks ($2500); Top Score Writing Program ($500)

Funding Source

Title I

Amount Needed

$3,000

G4. To increase parent and community involvement in the educational process.

G4.B1 There is a low interest from parents and community members.

G4.B1.S1 Establish regular communication of activities, events, and meeting times for parents.

Action Step 1

The benefits of having parent and community involvement

Resource Type

Evidence-Based Materials

Resource

Planners and Home notes for parent communication

Funding Source

Title I

Amount Needed

$1,479

G4.B2 Students' challenging behaviors at home that affect parents interest in participating at school

G4.B2.S1 Continue Indian Ridge School's Parent University by providing programs that offer parent workshops on variety of issues facing parents.

Action Step 1

Developing successful parenting skills to be a great parent

Resource Type

Evidence-Based Materials

Resource

Supplies for Parent University - Paper; books; brochures; toner; Supplies for Family night/Parent training/FCAT/Book fair/Spaghetti Bowl

Funding Source

Title I

Amount Needed

$1,736