
Title I Comprehensive Schoolwide Plan
INDIAN RIDGE SCHOOL (2411)

ELA

1. List prioritized needs statements.

More than 50% of students are not meeting reading proficiency (Level 3 or higher) based on FAST PM #2 data. (High School) Lacking the prerequisite skills and a solid foundation of the basic needed for success/ Test aren't aligned with student levels according to IEP's (Elementary) Elementary: 4 of the 7 elementary students are not meeting the reading proficiency based on (level 3 or higher) based on the i-Ready Diagnostic test. Middle School ELA has (4) 6th grade students, two of the 6th graders scored a level two. Our current year's progress monitoring shows that only one of those 6th grade students is predicted to score a level 2, while the other three are performing at level 1. We have (3) 7th graders, all of whom previously scored at level 1. Our current year's trends are showing that one of those students is predicted to score a level 3 on the upcoming PM 3. Of the (10) 8th graders, three scored at level 1, one at level 2, three scored a level 3, three performed at level 4, and one student has no score. Current year performance of those students predicts four students will score level 1, two students will score level 2, and three students may score level 3 and one a level 4

2. List the root causes for the needs assessment statements you prioritized.

Elementary: Lacking the prerequisite skills and a solid foundation of the basic needed for success/ Test aren't aligned with student levels according to IEP's (Elementary) Middle :Students lack engagement with ELA content for lack of basic reading skills and background knowledge/Vocab (grade level) use is low due to students dislike for reading. High: Students lack a gap in grade level ELA skills and therefore are unable to achieve a score of proficiency or higher on summative assessments (FAST Reading) The prerequisite skills necessary to achieve success on grade level standards are not in place. Students lack a solid foundation in literacy skills and academic vocabulary and required Lexile for understanding and navigating grade level text. Students have difficulty maintaining stamina during testing, due to severe learning gaps have difficulty maintaining stamina. Extreme absenteeism and too much out of classroom time. Support teachers with planning more engaging and hands-on lessons to meet the needs of diverse learners Lack of academic parental support at home. Teachers need professional development to assist them with writing standard based lesson plans, implementing DI during small groups. Teacher's require support with developing standards-based lessons and Differentiated instruction(more effective strategies) to meet the various needs of learners. Align student needs with small group instruction given by teachers. Parents don't have the skills or strategies to reinforce learning at home.

3. Share possible solutions that address the root causes.

Elementary: Remodel programs for basic skills beginning in 1st grade. Provide supplemental work and test prep materials starting with 1st grade. Middle: Offer incentives for students who read at home or complete i-Ready at home. Offer more reading opportunities in Specials/Electives. High: Emphasizing vocabulary skills and fluency to promote reading comprehension Collect and analyze data to determine instructional and remediation strategies with fidelity during professional learning communities (PLCs) to strengthen whole group or small group instruction. *Implement DEAR (Drop Everything And Read) strategies to build reading stamina that will be modeled and shared during grade level meetings, professional learning communities and professional development. *Assess and build background knowledge and vocabulary to aid comprehension. * Recognize and identify patterns of weaknesses and provide pull-out or push-in support. * Scaffold Instruction, unpack the necessary foundational skills. * Differentiate instruction *Additional practice via NoRedInk.com to remediate weaknesses in grammar and language. *Additional focused skills based practice--academic games, student reading and ELA centered boot camps for low performing students. *Solicit support from community organizations to support our incentive system to help motivate the student to work towards filling academic gaps in tutoring or boot camp. *School-wide academic games with prizes that are valuable to the students--that students will work for. *More professional development and professional learning team meetings that focus on identifying and disseminating best practices in reading and language instruction. *Offer hybrid trainings for parents *Small group pull-outs and push-ins for more focused remediation *Design professional development trainings that will influence teachers abilities to form literacy circles.

4. How will school strengthen the PFEP to support ELA?

• Communication

Prioritize culturally relevant experiences and language accessibility services to promote community involvement School call outs, news flyers, SAC meetings, , parent training sessions, family nights.

• Parent Training

Encourage reciprocal teaching strategies to support parents with homework assignments. Provide parents with outside resources to help support them in the home with reading/ELA. At home literacy and writing support trainings at Parent University and trainings to promote the importance of parents support in their children's learning. Parent trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA).

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Offer professional development opportunities to provide strategies to support students' learning and parents support at home.

- **Students**

Participate in direct instruction, small group instruction, and tutorial sessions to increase their skills.

- **Parents**

Support literacy and writing at home via homework, reading logs and school recommended online Reading programs (i-ready , Reading Eggs, other approved online Reading programs or consumables.

- **Staff Training**

How to utilize district resources for instruction and using educational game based reading comprehension or strategies. Professional development opportunities with strategies on how to build strong relationships between parents and the school--how to schedule a conference, where to find academic resources, how to support students academically, etc.

- **Accessibility**

Accessibility to enter and exit the building will be kept visible for wheelchair access and signage will be kept current . Assistive technology that we offer to help our student access academics 1.Audio players and recorders 2. Timers 3. Reading Guides 4. Calculators 5. Writing supports--pencil grips and computers/chrome books 6. Graphic Organizers 7/Provide support/resources for homelessness and migratory students

Math

1. List prioritized needs statements.

Middle school (6-8): On the PM3 during FY 23-24, 70% of our students performed at level 1 or 2. For FY 24-25 on the PM3, 45% of the students will show learning gains. Algebra 1: For FY 24-25 on the B.E.S.T. Algebra 1 EOC 90% of our students scored at level 1. For FY 24-25 on the B.E.S.T. Algebra 1 EOC, 35% of the students will show learning gains. Math progress has been very minimal. Semester exam reflected few level three, mostly level one in both Algebra 1 and Geometry. Middle school the same. Elementary : 4/7 (5th graders) are more than 2 grade levels behind and 2/7 3rd graders are one grade level behind

2. List the root causes for the needs assessment statements you prioritized.

Staff and students disinterested in what and how the curriculum is being taught. Sleeping in class or finding ways to get out of class or assignment. Student attendance is low (difficult to maintain academic progress). Lack of celebrations for academic success, focus is on the behavior (which does affect academics but kids do not connect the two easily). The school program is not working (we need to find the root). Math foundational skills vary by levels. Tutorial services would greatly benefit! Online subscriptions are needed to support the child's engagement in math. Parents are not sure how to support math at home. Additional staff to support small group instruction and/or support teachers with their instruction. Teachers need to be taught how to teach math and engage their students.

3. Share possible solutions that address the root causes.

Increase engagement/attendance by increasing social activities such as: a.) Math competitions, math social hours, math board games, more grouping in the classroom, more challenges that the students do collaborate solving a real world problem. Acknowledge publicly/school wide academic success such as: a.) assemblies honoring academic achievement, success boards, allowing students to show off their abilities through academics. b.) Use points to buy extra "spin the wheel". Professional development: a.) Rotational Model to focus in the classroom on differentiated instruction and bridge academic gaps. b.) Summer training for academic and classroom strategies. Provide students with tutorial services to support their math instruction. Online subscriptions to engage students in fun ways to learn math. Provide parents with manipulatives and training to support their child's math progress at home. Additional staff to support push-in and pull-out services.

4. How will school strengthen the PFEP to support Math?

• Communication

Parents will receive a letter with news from the school informing them of the math activities for the month (testing, math nights and activities). We will inform the parents also through phone messages (robocall) of the math activities to help them to motivate their children.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math): A packet with basic math activities for the students to practice and reinforce their math skills (fun activities) and a questionnaire for the parents to help build connections with their children and strengthen their math knowledge. Example: Shopping list, banking and budgeting.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

School will... provide a fun and engaging "bank night". Where staff, parents and students will participate and learn how to do banking (open an account, right checks, online banking, etc). The school will invite guest speakers to present and explain how banking works. This activity would be interactive with manipulatives so it improves parents and students' engagement. "Grocery shopping Event" - Students will have a mini mart step in school to learn how to buy food, make change and balance the budget.

- **Students**

Students will... participate in a fun and interactive way while learning how to do banking. Shopping in a safe and fun way.

- **Parents**

Parents will... deepen their knowledge about banking while having fun and connecting with their children. Parents will help and support students while learning about grocery shopping.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math): Math teachers will participate in new training over the summer to support classroom activities and assist teachers to better support school goals and to differentiate instruction and to help targeting students' needs so the students can celebrate academic success.

- Accessibility

Assistive technology that we offer to help our student access academics 1. Audio players and recorders 2. Timers 3. Reading Guides 4. Calculators (Scientific model) 5. Provide support/resources for homelessness and migratory students 6. Writing supports--pencil grips and computers/chrome books 7. Graphic Organizers 8. Manipulatives

Science

1. List prioritized needs statements.

Approximately 71% of 8th Grade (and 38% of 7th Grade) African American students did not attain mastery level scores on Science common assessments (USAs). Common 6th Grade 7th Grade 8th Grade Thresholds: ALL (Af. Am.) ALL (Af. Am.) Below nill 29% (53.4%) Meets 38.4% (38.4%) 38% (26.6%) Mastery 61.6% (61.6%) 20% (20%) 5th Grade - SSA [13 students tested] Level(L) 3 or higher = 30%, L2 = 1%, L1 =69% BIOLOGY1 60% of Biology students are performing below average (based on USA 1-7), 82% of those students have more than 30 days of absences. Student behaviors cut into available instruction time. Elementary: 60% of 5th graders scored below 50% on the Science diagnostic

2. List the root causes for the needs assessment statements you prioritized.

Approximately 65 % of students read below grade level because of big learning gaps from inconsistent attendance and medical-related issues. Teachers struggle to effectively motivate students to attend classes. There is high absenteeism among students. Reading and content area teachers observe students lack foundational vocabulary and struggle with phonics and decoding, which are essential for reading fluency. BIOLOGY 1 If not exposed to materials, mastery is impossible Time is lost trying to "catch-up" students when they do attend Student's disruptive behaviors stop instruction Elementary 5th Grade: Social emotional challenges (anxiety, trauma) Lack of foundational skills Elementary Science: Field trips Simulations/virtual labs Technology & interactive learning tools (Generation Genius) Not enough teachers have past experience with curriculum - will benefit from common planning Science foundational skills vary by level, necessitating a need for tutorial. Teachers lack the ability to plan engaging lessons and would benefit from PD. Parents are not familiar with the standards and would benefit from training.

3. Share possible solutions that address the root causes.

Develop additional strategies to increase content area reading comprehension and intrinsic student motivators in science PLCs. Share hands-on reading and vocabulary-building tools with parents to use at home. Teachers can incorporate additional vocabulary games (index card matching , Kahoot, Khan Academy video graphic organizers, online interactives, Quizlet, and Quizizz games, etc.) to teach vocabulary explicitly. BIO 1 Increase student attendance with desirable incentives. Add strategies and interventions to increase student's on task behaviors. Elementary Science: Field trips Simulations/virtual labs Technology & interactive learning tools (Generation Genius) Need to rearrange staff to support science instruction. Half Science Resource Teacher/Half Science Lab Teachers need PD to teach the standards effectively! Additional staff to use with tutorial and or science lab position. Lack of time and personnel to provide additional interventions for students Lack of materials/resources/technology to support SS Lack of Students comprehension and vocabulary and basic background knowledge Provide training and support for teachers (new teachers, struggling teachers etc.) to implement explicit lesson planning to support differentiated learning -Provide assistive technology / online resources to support student learning and access to technology for students, teachers, and parents -Provide students an opportunity for tutorial

4. How will school strengthen the PFEP to support Science?

- Communication

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Visit to the Cox Science Museum for informal instruction from local instructors Add appropriate hands-on activities during STEM Night

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science). Continue to offer STE(A)M Night in partnership with the Cox Science Museum Partner with FAU Science Department for a Family Night and /or field trip for students and families.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

School will... PDD - Enrich staff/teacher vocabulary toolbox with digital tools e.g. visual words , by Princeton Univ. language researchers. communicate, promote, incentivize parents to support student involvement in the school's Science and Engineering; participate in science content district sponsored field trips; and school events including STEAM night. Encourage parents to set expectations for practicing skills learned at home Offer a Study Skills session at a parent training night/ or Tips in the Newsletter

- **Students**

Students will... improve and incentivize attendance and engage more fully in the educational process by completing all assignments and make-up work. Give a full effort when completing homework. Respond to parent help when reinforcing skills at home. Give a full effort when completing homework- It is practice for making progress! Responding to parents helps reinforcing skills at home.

- **Parents**

Parents/Guardians will... consistently communicate the need to fully participate in all educational activities support their child with extracurricular educational activities Designate a learning/calm space at home to study. A Place to Study and A Time to Study

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Invite support from the district to help with PLC meetings/data chats Offer online/tutorial programs that can be accessed at home. Invite Science Department Specialist to demonstrate/model curriculum lessons Attend a Science Conference

- **Accessibility**

Invite as needed a CLF (Spanish/Creole) during Family Engagement events/trainings. Include a Science Corner in the school newsletter. Assistive technology that we offer to help our student access academics: 1. Audio players and recorders 2. Timers 3. Reading Guides 4. Calculators 5. Writing supports--pencil grips and computers/chrome books 6. Graphic Organizers

Social Studies

1. List prioritized needs statements.

7th grade Civics Students scored an average of 60% meeting threshold and an average of 41% below threshold on their U.S.A Tests. Students are expected to score a 50% or higher to demonstrate they understand the standard. U.S.A Test Scores Threshold 7th grade class A.A Subgroup Below 41% 41% Meets 60% 62% Mastery 85% 84%

2. List the root causes for the needs assessment statements you prioritized.

Root Causes: Lack of effective study skills or strategies for preparing for tests. Students may not fully grasp the key concepts and content covered in the unit. This could be due to gaps in prior knowledge or difficulty with the material. Lack of civics vocabulary that can enhance students' understanding and engagement with the subject.

3. Share possible solutions that address the root causes.

Identify students who are struggling and provide additional support through tutoring, small group instruction. Organize workshops to educate parents on how to support their children's learning at home, including study techniques and resources. Integrate current events and real-world applications of Civics concepts to make the subject more relatable and engaging for students. Provide mini- Social Studies Boot Camps throughout the school year. Offer online resources and tutorials for parents to take part in. Attend district or state offered conferences to obtain new ideas/best practices.

4. How will school strengthen the PFEP to support Social Studies?

- Communication

Communication will be strengthened through : Parent-link call-outs, newsletters, Point-sheets, SAC meetings School will offer in all 3 languages appropriate resources (online)

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Social Studies) Understanding the Civics Curriculum; Effective Study Strategies; Navigating Technology and Resources (Khan Academy)

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- School

School will... implement the following strategies based on the specified training : Understanding the Civics Curriculum, Effective Study Strategies, and Navigating Technology and Resources (Khan Academy).

- **Students**

Students will... attend training alongside their parents to foster discussions and reinforce concepts learned in the class.

- **Parents**

Parents will... attend training sessions to equip them with knowledge and strategies to support their children's learning at home.

- **Staff Training**

Communication will be strengthened through : Parent-link call-outs, newsletters, Point-sheets, SAC meetings Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Social Studies) Civic Engagement and Community Connections; Engaging Parents and the Community; Current Events and Civic Issues

- **Accessibility**

The school will provide when needed a Language facilitator (Spanish/Creole) for Family engagement events/trainings. School will provide resources/support for students experiencing homelessness and migratory lifestyle.

Acceleration Success

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

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This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Graduation Rate

1. List prioritized needs statements.

100% of Seniors graduated at Indian Ridge School, which helped the district achieve an average of 95.9% of seniors receiving a high school diploma. *Begin early to promote the 3 E's: Enrollment, Enlistment, Employment to students in grades 11th-12th. * The number of seniors for each class for the last four (4) years has not been steady 2020 (4 graduates), 2021 (9 graduates), 2022 (8 graduates) and 2023 (3 graduates). The class of 2024 is looking like the school is increasing its number of graduates close to 2021 (8 spring graduates). The class of 2024 did exceed the percentage of graduates in 2021 due to a 9th graduate during the summer ceremony.

2. List the root causes for the needs assessment statements you prioritized.

Both staff and stakeholders meetings agreed upon the following root causes for the needs assessment statements as priority to improve the school's graduation rate. *Students social emotional needs influence their perception that they can obtain a regular high school diploma. *Students not having consistent home environments but this can be changed through family engagement meetings regarding helping your child set goals and plans for after high school. *Give students exposure to their options through school or district college, work or trade school events. *Hinderance or lack of success with completion of credit recovery course, E2020 and FSA Retakes. *Students lack of knowledge on graduation requirements *Students missing large chunks of school due to being hospitalized in mental health facilities or incarceration at various levels *Gaps in essential life skills *Personalized student learning Knowing these root causes staff and stakeholders are preparing to make changes to involve practical support to turn these multiple root causes into increases for the overall number of graduates.

3. Share possible solutions that address the root causes.

The possible solutions to address these mentioned root causes will include : Attendance Heroes Incentive Life/Transition Skills Training offered during a scheduled class period. Build a working relationship with Vocational Rehabilitation On the job training opportunities that align with strategies taught in their transition class.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

The school will strengthen the PFEP to support the graduation rate by communicating starting during preschool at Meet the Teacher with homeroom teachers showing 12th graders their status as incoming seniors. We will also introduce to students and families a mini newsletter and email updates on keeping current with graduation status. During family engagement events parents/students and students will have an opportunity to have informal graduation chats with the Crisis Intervention Teacher and/ or the Transition Coach. Transition Coach/Resource Teacher and CIT will work closely on the mini newsletter " The Tassel" to kept students and parents abreast of graduation requirements and being on track to receive the "Tassel".

- Parent Training

Parent trainings will focus on strategies, interventions and programs suited to help parents develop the skills needed to help their child achieve graduation. Parents will also be surveyed to give input on trainings of interest to them that will equip them with effective and impactful results to support their high school senior or even the child who is an incoming freshmen.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- School

Provide workshops at engagement nights Enroll in Vocational Rehab/Attend trainings and or field trips

- **Students**

*Improve daily attendance *Enroll in vocational rehab programs *Attend Life Skills training on/off campus Students will attend school, engage in personalized student learning instruction and be informed of "on track status" each year or quarterly to keep them on track for graduation.
*Program/Event Title: Tassel Talk "Countdown to Graduation" Implementation of Senior Week to keep students motivated

- **Parents**

Parents will have a various and with proper planning various locations to collaborate with the school by maintaining positive, helpful and effective communication. Be informed of student's being on track status and supports' learning at home. Program/Event Title(s): *Proud Parent of a Senior "Meet and Greet " Senior students' and parents event

- **Staff Training**

Staff trainings provided will offer staff trainings to better prepare staff to support parents/families with professional developments focusing on Social Emotional Learning strategies, trauma informed practices, and parent/teacher effective communication strategies.

- **Accessibility**

Fortunately we haven't encountered students with permanent physical disabilities that require daily access while on campus. We will keep safety features such as proper signage, inclined sidewalk entrances and railings in the bathrooms. Assistive technology that we offer to help our student access academics: 1. Audio players and recorders 2. Timers 3. Reading Guides 4. Calculators 5. Writing supports--pencil grips and computers/chrome-books 6. Fortunately we haven't encountered students with permanent physical disabilities that require daily access while on campus. We will keep safety features such as proper signage, inclined sidewalk entrances and railings in the bathrooms. Assistive technology that we offer to help our student access academics: 1. Audio players and recorders 2. Timers 3. Reading Guides 4. Calculators 5. Writing supports--pencil grips and computers/chrome-books 6. Graphic Organizers

Action Step: Classroom Instruction

Ensure a single school culture that promotes the academic and social success of our students by providing instructional programs, materials, and technology customized to the individual strengths, needs, and interests of each learner to assist in career and transition planning for post-secondary success.

Budget Total: \$28,338.75

Acct Description	Description																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="420 342 1014 435">Item</th> <th data-bbox="1014 342 1161 435">Quantity</th> <th data-bbox="1161 342 1283 435">Rate</th> <th data-bbox="1283 342 1381 435">Days</th> <th data-bbox="1381 342 1493 435">Hours</th> <th data-bbox="1493 342 1614 435">Weeks</th> <th data-bbox="1614 342 1766 435">Certified</th> <th data-bbox="1766 342 1898 435">Type</th> <th data-bbox="1898 342 2024 435">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Temporary certified teacher will provide small group tutorial sessions during the school day in Reading & Math for students based on PM 1, PM2, FSA, and USA diagnostic results from September until April.	3	\$37.00	3	3	12	Certified	Original	\$11,988.00										
Extra Periods	Certified teachers in grades 6-12 will offer tutorials in Reading & Math and will provide small group instruction during planning periods for students based on PM 1, PM2, FSA, and USA diagnostic results. 5 tutors x 2 periods per week x 1 period per day x 12 weeks x \$37/period																	
Supplies	<table border="1"> <thead> <tr> <th data-bbox="420 902 1234 995">Item</th> <th data-bbox="1234 902 1381 995">Quantity</th> <th data-bbox="1381 902 1541 995">Rate</th> <th data-bbox="1541 902 1766 995">Supply Type</th> <th data-bbox="1766 902 1898 995">Type</th> <th data-bbox="1898 902 2024 995">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Supply Type	Type	Total										
	Item	Quantity	Rate	Supply Type	Type	Total												
	Crayola Color Markers 10-set	70	\$4.79	General Supplies	Original	\$335.30												
	pencils, pens	1	\$61.95	General Supplies	Original	\$61.95												
	Florida Math FAST Practice Workbook - 10 (Grade 4, 5); 15 (Grade 6, 7, 8)	1	\$1,065.00	Instructional Materials	Original	\$1,065.00												
File Folders, Manila Letter 100/Box	20	\$5.10	General Supplies	Original	\$102.00													

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	25	\$36.00	General Supplies	Original	\$900.00
	Crayola Crayons 12 Boxes of 8	10	\$9.55	General Supplies	Original	\$95.50
	Color Paper (yellow; golden Rod; blue; green; pink)	48	\$4.75	General Supplies	Original	\$228.00
	Scholastic Magazines renew subscriptions for K-5, 6-8, 9-12 reading and language art classes as well SLL classes and therapy classes subscription for use K-12 .	5	\$681.00	Instructional Materials	Original	\$3,405.00
	Florida ELA FAST Practice Workbook - 10 (Grade 4, 5); 15 (Grade 6, 7, 8)	1	\$1,065.00	Instructional Materials	Original	\$1,065.00
	Adjustment - benefits credit and final allocation	1	\$204.00	General Supplies	Other	\$204.00

Action Step: Parent & Family Engagement

Integrate hands-on family centered activities and trainings that will support families as the face social and academic challenges. Enlist community partners and families to build partnership when making decisions to improve student achievement.

Budget Total: \$663.00

Acct Description	Description				
Enrichment Contracts	Item	Quantity	Rate	Type	Total
	The South Florida Science Museum will host a STEAM Night for all families with children in grades K-12. This two-hour event will accommodate 50 to 60 parents, who will engage in hands-on activities designed to support math and science standards. The Science Museum will provide all necessary supplies, and school staff will assist with station facilitation. Approximate Date 2/2026	1	\$590.00	Original	\$590.00
Postage	Item	Quantity	Rate	Type	Total
	Stamps for Parent Quarterly Newsletter to 100 families	1	\$73.00	Original	\$73.00

Action Step: Professional Learning

Staff will engage in professional learning experiences on two of the Pillars of Effective Instruction (Personalized and High Expectations) using research based strategies to increase student achievement. Standards across all content area and grade levels.

Budget Total: **\$7,365.00**

Acct Description	Description				
Travel out-of-state	Item	Quantity	Rate	Type	Total
	At the National At-Risk Youth Conference in Georgia in March 2026 the team will learn strategies to support students and parents with skills for learning and life. Registration \$475.00; Transportation \$500.00; Lodging \$900.00; Per diem \$144.00; Number of attendees - 1; Total = \$2019.	1	\$2,019.00	Original	\$2,019.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	PLC Team Leaders will meet to analyze data starting in September -April (twice a month) for 1 hour for K-12.	10	\$25.00	1	1	16	Certified	Original	\$4,000.00

Mission Statement

1. Mission Statement

Indian Ridge School provides a therapeutically and academically integrated program that gives students the academic and social skills necessary for post-secondary education, employment, independent living and the opportunity for a productive lifestyle. Indian Ridge recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students who are here on an ESE reassignment .

Involvement of Stakeholders

Name	Title
Eugene Ford	Principal
Sharon Wood	Assistant Principal
Laura Landusky	Student Advocate
Nikole Bailey	School Advisory Council Chair (SAC)
Pat Hammond	School Treasurer
Rosa Castillo	Learning Team Facilitator
Danny Baksh	ESE Contact
Matrice Cooper	Elementary Crisis Intervention Teacher (CIT)
Louise Villao	Middle School Crisis Intervention Teacher (CIT)
Cynthia Archer Johnson	Community Liaison
Michelle Beatty	SAC Member
Margaret Bess	Community/Business Partner
Sharon Tarlow	SAC Member

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The procedure(s) for selecting members representing all stakeholders begins in the Spring of the school year when the time comes to select to be apart of the CNA team, later followed by nominations taken at the last SAC meeting held in the Spring. The process for electing members will consist of accepting nominations acquired from the final SAC meeting, recommendations from Teacher leaders (SAC Meeting)and administration based upon the demographics of the school.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders which include staff, parents and community members will be involved in jointly developing the Schoolwide Plan by attending SAC meetings held on the Third Wednesday of each month (at 3:00pm), Open House/Curriculum Night held the First Thursday in September (2025) and also during preparation for the FY 27 CNA steps.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders will provide their input through completion of surveys (SEQ's, Teacher-made), participation in discussions at SAC meetings and during CNA Stakeholders preparation meetings. Outcomes included purchases of materials and programs that will enhance classroom instruction as discussed during stakeholder meetings. All are expecting the purchases made with Title 1 funding to impact a change in the data and provide more families attending Parent & Family engagement events. A few of the purchases includes Cox Science Museum an evening of interactive centers relating to Science, Math, Technology and postage for newsletters.

Name	Title
Sharon Wood	Assistant Principal
Laura Landusky	Student Advocate
Rosa Castillo	Learning Team Facilitator
Cynthia Archer Johnson	Community Liaison
Pat Hammond	Bookkeeper
Eugene Ford	Principal

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

The school year 2026 Annual Parent Meeting will be held in September 4, 2025, in the cafeteria at 5:30 pm.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers and the community will be notified of the Annual Meeting through Parent link (Call-out), Smoke Signal(Newsletter), an invitation flyer and by email

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

A few of the resources that will be prepared for the Annual Meeting will include an agenda, sign-in sheets, PowerPoint presentation and a parent evaluation. Materials or supplies that are needed to host the meeting are: *Notepads *Sign-in Sheets *Agendas *Pens/Pencils *Take-home Parent Folders *Handouts *Small water bottles *PowerPoint Presentation *PFEP *School-Parent-Compact *Evaluations

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Putting the Pieces Together for Success

- What specific strategy, skill or program will staff learn to implement with families?

The staff will learn how to implement with families how they can use district approved online programs such as i-Ready, Khamigo and Reading Plus. As the staff learns these programs which helps with reading and math they will be better prepared to equip families with the understanding of how these programs are created to support the skills and strategies taught in the classroom .

- What is the expected impact of this training on family engagement?

The expected impact of this training on family engagement will be parents will be well informed and equipped to help their child make or continue academic, behavior and emotional progress towards receiving a high school diploma. Additionally, parents will gain from hands-on practice how to use these programs at home with their child to reinforce the strategies taught in the classroom.

- What will teachers submit as evidence of implementation?

*Conference Notes on Form 1051 *SIS Conference Logs *Program generated participation reports

- Month of Training

Late August/Early September 2025

- Responsible Person(s)

Administration, Professional Development Team, Professional Learning Community Leaders, ESE Contact, ITSA and Learning Team Facilitator

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Fostering Emotional Growth within Students

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn to implement with families the school created TEAM program which incorporates the Daily Point sheet that is a vital part of the schools program success. The therapeutic team and the school-wide positive support Internal Coach.

- What is the expected impact of this training on family engagement?

The expected impact of this training on family engagement will be an understanding of the importance balancing the emotional health of the child/student in order for the child/student to be able to have academic success. Resources will be shared that support this training that can be utilized by families to help with the amount of hospitalizations and absences.

- What will teachers submit as evidence of implementation?

Teachers will submit as evidence of implementation : * 2-3 Interactive Photos *Graphic Organizer *Reflection Log from staff regarding training

- Month of Training

Late January/Early February 2026

- Responsible Person(s)

PD Team, Administration, Learning Team Facilitator, Therapists

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

The importance of Literacy

- What specific strategy, skill or program will parents learn to implement with their children at home?

Participants will: *Gain practical strategies to employ when reading books with skills for life and learning. *Have tools to deliver support at home for reading (Skimming, scanning , in-depth reading, asking questions)

- Describe the interactive hands-on component of the training.

The interactive hands-on component of this training happens during the rotating to different centers/stations that will allow opportunities to practice strategies of meaning for meaning, using context clues, scanning in-depth reading of passages, selecting just right books. *Identifying strategies for Reading books with Skills for learning and life. *Demonstration on reading "Tell Me a Story books.

- What is the expected impact of this training on student achievement?

The expected impact of this training on student achievement is to see students making significant learning gains, leveling up to proficiency and building reading stamina and an interest in reading for pleasure.

- Date of Training

Early October 2025

- Responsible Person(s)

ELA/Reading Teachers, administration, Community Liaison, PD Team

- Resources and Materials

Handouts Reading Journals Markers/Pencils Resources: *Handouts/Cutouts *Scholastic Book Fair * Materials: *Invitation *Parent Portfolios *Pencils, Pens, *Agenda *Sign-in sheets *Evaluation

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Full STE(A)M Ahead with Academic Success

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents that participate in this parent training(Family Engagement Event) will have the opportunity to experience and learn strategies to help their child level up in math and science through hands-on activities that reinforce strategies taught in the classroom. This training will partner with the Cox Science Museum to provide stations for learning based on state approved math and science standards. Parents will be given discounted admission passes to visit the museum at a later date to enjoy more practical learning experiences.

- Describe the interactive hands-on component of the training.

The interactive hands-on component of the training will include the following: Rotation to various stations(tables), building models of specific items(towers, solar system, fractions)

- What is the expected impact of this training on student achievement?

The expected impact of this training on student achievement is : 1. Learning gains made in Science, Math and Reading 2.Relief of testing anxiety using skills learned from the art and technology component of this training. 3.Students can relate the practical hands-on application of strategies/skills on standardized testing.

- Date of Training

Early January 2026

- Responsible Person(s)

Administration, Science Teachers , PD Team and Community Liaison

- Resources and Materials

All materials and resources will be provided by the Cox Science Center and Aquarium, Curriculum and Learning Department Science Specialists (K-5 & 6-12). *Handouts Sign-in Sheets *Agenda *Presentation *Evaluation

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

"Count Me In" Family Math Game Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn to implement with their children at home how to learn the multiplication tables, fractions, percentages, number recognition, basic addition/subtraction and geometric shapes.

- Describe the interactive hands-on component of the training.

Participants will interact with various electronic games, board games, and online games to enhance basic elementary math, algebra and geometry to advance their understanding of skills

- What is the expected impact of this training on student achievement?

The expected impact of this training on student achievement will be students will show learning gains on FAST/BEST/EOC math assessments .

- Date of Training

Early March 2026

- Responsible Person(s)

Math Teachers, Administration, LTF and Community Liaison

- Resources and Materials

*Handouts Sign-in Sheets *Agenda *Presentation *Evaluation *Purchased board games/cards/puzzles *Math Journals *Posterboard *Markers *Pencils *Ziploc Bags

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento Homeless Program

- Describe how agency/organization supports families.

The McKinney-Vento supports students and families who are experiencing homeless by providing connections and resources to gain long term or permanent housing.

- Based on the description list the documentation you will provide to showcase this partnership.

Redacted SHQ forms Redacted MVP team email Homelessness Slide from Title Annual Meeting

- Frequency

Preschool, FTE Count Weeks and Postschool/ Ongoing as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Safe Schools Attendance and Truancy

- Describe how agency/organization supports families.

This agency extension under Safe Schools supports families coping with poor student attendance that has resulted in truancy. Their support is an added level of support to the HERO Attendance Initiative offer at the school level to help families in need of options.

- Based on the description list the documentation you will provide to showcase this partnership.

The documentation that will be provided to showcase this partnership will include: 1. An informational flyer in all three languages 2. District/Safe Schools department literature 3. HERO Attendance Initiative Calendar of Celebrations

- Frequency

Ongoing as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Palm Beach County Food Bank

- Describe how agency/organization supports families.

The Palm Beach County Food Bank Weekend Backpack food program supports families by giving families Backpacks filled with quick nonperishable meals for the weekend or school calendar breaks (Thanksgiving, Winter, Spring and Summer)

- Based on the description list the documentation you will provide to showcase this partnership.

Documentation that the school will provide to showcase this partnership will be: 1. The signed agreement with the PBC Food Bank and the school. 2. Parent Participation Survey 3. Caption photos of families receiving Backpacks

- Frequency

Ongoing August-June

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Indian Ridge School is committed to providing parents and families with timely and inviting information about Title 1 programs, meetings and other activities in easy to read or native language through Parent Link (call-out), Smoke Signal (newsletter), emails , Title 1 Annual Meeting, SAC Meetings , Parent Trainings and Curriculum Night.

- **List evidence that you will upload based on your description.**

The evidence that will be uploaded will be the following: *Parent Link (call-out) Activity Report *Title 1 Tidbits page from Smoke Signal (newsletter) *Parent Trainings agenda *Curriculum Night agenda *SAC Meeting minutes

- **Description**

Parents/guardians will be informed about curriculum , proficiency levels and all that is needed for their student's academic success by participating in Curriculum/Open House Night, Parent -Teacher Conference , IEP/LEP meetings and the school's newsletter will share important information in the Curriculum Corner.

- **List evidence that you will upload based on your description.**

Evidence that will be uploaded will include agendas, sign-in sheets, event evaluations , advertisement of event, open house/curriculum night presentation, parent-teacher conference notes (Form 1051) and progress reports/assessment results.

- **Description**

The school is preparing to continue informing parents of the forms of academic assessments used to measure student progress and achievement levels of State academic standards through virtual or in-person friendly parent-teacher conferences, scheduled IEP meetings, SAC meetings, Title 1 Annual Meeting

- **List evidence that you will upload based on your description.**

Evidence will consist of conference notes Form 1051 , report cards , progress reports, SAC agendas/sign-in sheets and IEP meeting notes.

- **Description**

Parents/guardians will be informed about opportunities to participate in decision-making through participation in the monthly School Advisory Council meeting(SAC), Comprehensive Needs Assessment meetings (CNA), scheduled Individual Educational Planning meetings (IEP) and at the Annual Title 1 Meeting. Participation during these informative meetings will be set up as a panel discussion to allow open dialogue.

- **List evidence that you will upload based on your description.**

Uploads will include agendas, sign-in sheets (for all meetings), invitations, and notes taken on Form 1051.

- **Description**

Based on feedback from stakeholders (parents/community partners) the school will offer flexible meetings to accommodate through staggered meeting times for SAC meetings, IEP/LEP meetings at times convenient to families (in-person or virtual), parent trainings will also be offered during the morning and early evening.

- **List evidence that you will upload based on your description.**

Evidence that will be uploaded will include a calendar of meetings & dates & times with flexible dates/times , agendas, sign-in sheets and evaluations, Parent Link call out reports/emails and letters or invites asking parents to choose a time that is more convenient (parent-teacher conferences, IEP/LEP).

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

All district correspondence is provided to parent/family/guardian in the parent/guardian home language. The district language facilitator is contacted to assist parents in their home language for parent conferences, IEP meetings, and other needs. When assigning students to family counselors, if a parent/guardian's primary language is Spanish a family counselor fluent in Spanish will be assigned. When a parent who comes to the front office in need of translation, an available staff member who speaks their language will be utilized to assist the parent. Indian Ridge will utilize the Immigrant Support Plan given by the district/state. Until further notice parents/families will receive support and/or invites via Callouts.

- List evidence that you will upload based on your description.

1. Translated Invitations 2 Translated compacts and PFEP Summary 3. Translated flyers 4. Sign-in sheets for participants and Language Facilitator

- Description

As needed district support services will be accessed by the school to assist parents with disabilities who need additional services not offered at the school site, such as, sign language support. Visuals(PHOTOS)will be posted throughout the areas for parents/families with disabilities where the activities will take place. Prior to all activities beginning accommodation will be shared through pre-made power points, visuals aids and other helpful methods. *Consider ADA compliant building, availability of disabled parking.

- List evidence that you will upload based on your description.

Photos of the signage posted on campus. Disabilities Notice shared at all meetings/sessions, emails requesting services to accommodate families photos of handicapped parking, ramps.

- Description

If a need happens to arise, we would contact our district liaisons for assistance. Our Student Advocate Administrator would conduct a school based team to assist families who would have needs. If needed a home visit would be provided and any support necessary including home language communication. Consultation with district migrant department will be utilized. Email documentation will be provided as needed for services.

- List evidence that you will upload based on your description.

Evidence that will be uploaded will include: *Emails requesting support from Migrant Education Program *Home Visit notes *Flyer of services offered

- Description

McKinney-Vento Campus Coordinator will collaborate with the data processor to identify families experiencing homelessness using the Student Residency Questionnaire (SRQ). Family Counselors, Teachers, Paraprofessionals, and other staff members will inform the coordinator of any students who may be experiencing homelessness. All students experiencing homelessness will be referred to the SBT. Parents will be supported by finding out their needs and offering strategies and support. The families will feel welcomed and we will remove all barriers possible to ensure that the parent and family are able to participate in all school events. Our Community Resources/Parent Liaison will provide to families a listing of Indian Ridge in-house support offered to IRS families (i.e . Clothes Closet, school supplies and food bags) Evidences will include emails to homeless dept and referrals).

- List evidence that you will upload based on your description.

*A statement of confidentiality and/or the services rendered will be uploaded. * McKinney-Vento program flyer of services offered *Student Housing Questionnaire (SHQ) Form (2479) *Collaboration emails/communication between Community Liaison and community partners

Other Activities

1. Activity #1

- Name of Activity

Fall Festival

- Brief Description

Fall Festival is an engaging evening of fun, food, fellowship and more fun for the families of Indian Ridge. During this engaging night staff , SAC members, Community/Business partners, and many others come out to enjoy Trunk-or-Treat, Storybook Parade, cooking demonstrations by admin, service vehicles and the Farmers Market filled with fresh produce and vegetables.

2. Activity #2

- Name of Activity

Arti-Gras Showcase

- Brief Description

The Arti-Gras Showcase is interactive and exciting for night for families to come enjoy looking at the artistic work of their child. Many of the projects will those that have been placed on display at the School Board Office , local businesses and the South FL Fairgrounds. Families can enjoy a light meal prepared by the Culinary

3. Activity #3

- Name of Activity

Family Game Night

- Brief Description

Every family loves a good evening of board games, snacks and fun! On this evening families will enjoy an evening of bingo, Uno, Scrabble, Family Feud and Kahoot! This event will be filled with interactive game rooms throughout the campus for families to practice reading, math and writing skills/strategies through games.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Indian Ridge School is a therapeutic day school for students with emotional behavioral disabilities. We have 7 Therapists (family counselors) on our campus. All students are assigned their own therapist. Students receive individual counseling (weekly), group therapy (weekly), and on-call (therapy infused throughout the day). We have a school-wide curriculum, Zones of Regulation implemented geared to helping students gain skills in regulating actions and recognizing positive ways to deal with their emotions. Also, we have a school-wide Social Skills program (Boys Town) implemented which focuses on a new Skills for Learning & Life being taught weekly and reinforced with all students. Students also can ask for a voluntary time-out from class to debrief with a behavioral interventionist to assist students in remaining in class. Students will have opportunities to take part in the school-wide SLL lessons (Skills for Learning & Life) and monthly Character Now program pieces of evidence will be lesson plans, student-based projects, and Resiliency Character celebrations.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

Indian Ridge School is a therapeutic day school for students with emotional behavioral disabilities. Our students have no interaction with regular education peers. All students receive direct instruction and are on an individual behavior plan. Therefore, the support that students are receiving at Indian Ridge is intensive (Tier 3) support. Students at Indian Ridge receive individual and group counseling weekly. In addition, if the student needs therapy, he/she can request to see a therapist at any time during the school day. If a student who is receiving this intensive support is struggling academically or behaviorally (according to the data - quantitative & qualitative), the school-based team will meet with that student and develop interventions to ensure the student is successful both academically and behaviorally. The school-based MTSS/Rtl Leadership Team meets regularly to review universal screening, diagnostic, 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 Rtl Leadership Team for further evaluation. Also, students who have chronic absenteeism and who are having behavioral issues are reviewed by the SBT. Often an individual plan needs to be implemented to improve these issues. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students needing 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.). Evidence will include Agenda from the SBT meeting, notes from the meeting, and a behavior plan.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Indian Ridge School utilizes the FCIM Model of Instruction. This ensures that the needs of all students are being met. Teachers plan for instruction, implement instruction, check (assessment), act by providing remediation and enrichment. Students are engaged in the ESE Summer program offered at Indian Ridge School. All core academics are taught and students have the opportunity to engage in enrichment activities to increase their motivation for learning. There is a common theme during the summertime in which the curriculum is developed to around the central theme. Students are also provided with tutorials in order to meet the needs of all students, students who need remediation, and students who require enrichment. Students who need accelerated course work are identified and provided with opportunities (for example 2 M.S. students are in H.S. Algebra I and H.S. Critical Thinking). Also, online classes and Industry Certifications are provided for enrichment experiences. Our students have the opportunity to take, Culinary, Computers, Wood Shop, Physical Education, Unique Skills, and Automotive Detailing. Industry Certifications in Microsoft Office, and Culinary, are available for our students. We recently added a Community Service class to help our students give back and earn community service hours. Indian Ridge works with Publix, Goodwill, CVS, and local small business owners to provide job-related skills training and assessments. We have also implemented a Step-down program to include middle school students the opportunity to take classes at a neighboring middle school to begin the transition back to a Gen Ed campus.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

At Indian Ridge School we are enhancing our efforts to prepare our students for Post-secondary opportunities and Workforce Readiness through the opportunities and events such as Dual enrollment opportunities, ACT/SAT prep programs, Project-based learning opportunities, and Job skills development (Culinary, Auto-detailing, Woodshop, and Computer Science). Our students now have the opportunity to participate in a Career Week planned to meet the skills of an EBD student and interact with various guest speakers prior to Career Week. Post-secondary and workforce readiness opportunities are now enhanced with the support of a staff member who has set up a Lab on campus to help students with transitioning to college or the workforce. Students will also receive support from their transition teacher to learn about Post-Secondary/Workforce Readiness events offered through the community.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Not Applicable our school doesn't have any students being placed from Gen Edu at the Kindergarten grade level. Current enrollment is grades 2nd-12th

Professional Development

1. Professional Development

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; 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; 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. CHAMPS is an initiative to ensure that all staff members are consistent with student expectations, "C - Conversation, H - Help, A - Activity, M - Movement, P - Participation." All educators use CHAMPS and have the visual expectation posted in their rooms, it is also in the hallway and cafeteria. Staff will engage in professional development experiences and PLCs focusing on delivering standards-based instruction and maintaining a high level of student engagement. PLC Leaders will engage in Professional Development experiences (PLC Leader Training) offered by Single School Culture 2.0 targeted toward providing students with rigorous instruction connected to the standard, as well as analyzing data to drive instructional practices. The Administrative Team will provide all staff with professional development sessions on increasing student engagement (pillars of effective instruction) while ensuring that instruction is rigorous and connected to the standards. When available Curriculum Specialists from the district will provide training along with teacher leaders. Our IDEA /Student Advocate has ordered several copies of various books that will be used throughout the year for staff and teacher leaders' book studies.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Indian Ridge School has been successful in recruiting the "Best and the Brightest through collaboration with HR, the Regional Office, and Word of Mouth and most successful through building a relationship with various colleges of Education to meet and recruit recent grads. After recruiting the Best and the Brightest we have made it a top priority to offer all staff members, especially our new members extensive personalized Professional Development, engaging participants in the districts ESP (Educate, Support, Prepare) program, ongoing mentoring/peer teacher support, opportunities for part-time pay as tutors/club sponsors/PLC Leaders. We are able to retain our staff through weekly morale boosters such as Sip! Sip! Hooray Coffee Chats, Grab-n-Go meals, and the Staff Shout Out bulletin board. The administration fully understands the importance of treating staff with respect, compassion, fairness, and professionalism. Overall, the administration will continue to retain and retrain all educators assign to Indian Ridge School through monitoring and equipping staff with the tools they need to develop their craft.