Title I Comprehensive Schoolwide Plan

INDIAN RIDGE SCHOOL (2411)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Increase Reading and Writing proficiency levels of students--student lack prerequisite skills necessary to begin to comprehend grade level material. 90% of students are not mastering grade-level standards. Students are have difficulties reading and comprehending grade-level texts. 3rd grade PM 3 – 0% proficient with 0% predicted to progress above Level 1 from PM2 4th grade PM 3—0% proficient with 33% predicted to earn Level 2 on SY 24 PM3 based on PM2 5th grade PM 3—0% proficient with 25% predicted to earn Level 2 on SY 24 PM 3 based on PM 2 6th grade PM 3—0% proficient with 0% predicted to progress above Level 1 from PM2 7th grade PM 3—PM3=13% Lv4; 7% Lv3; 20% Lv2; 47% L1; and 2 with no scores and PM2= 7% Lv4; 13% Lv3; 20% Lv2; 60% Lv1 8th grade PM 3—PM3= 9% Lv3; 27% Lv 2; 36% Lv1. PM 2 predicts 64% Lv 2; 27% Lv1; 27% insf data. 9th grade PM 3—PM3=14% Lv3' 29% Lv2; 43% Lv1. PM 2 predicts 14% Lv4; 29%Lv3; 0% Lv2; 43% Lv1 10th grade PM 3—PM3=11% Lv2; 89% Lv 1. PM2 Predicts 22% Lv2; 55% Lv 1; 23% insf data 85% of students' writing skills are at least one year below grade level based on FSQs and USAs for the new standards

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

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.

*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

School call outs, news flyers, SAC meetings, , parent training sessions, family nights.

• Parent Training

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)

- Staff Training

> 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

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> Based on all data points, our top priorities are to improve math proficiency in all grade levels. Based on data from FY24 Math PM 2 data, 89% or our students are currently not proficient towards meeting the BEST standards.. * Students lack the foundational skills needed to evaluate all four (4) operations (+, -, multiply, & divide), using both positive and negative numbers. * Students lack understanding of basic mathematical concepts, compounding further development of advanced mathematical skills. * Students lack the necessary reading skills needed to understand what the word problems are asking them to do.

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

*Professional development with a focus on chunking content , monitoring for understanding and using new /innovative engagement strategies. * Student need additional opportunities/time to develop and master math skills because basic/perquisite skills haven't been mastered. *Large number of students need intensive one -on- one or small group direct instruction to process content. *With provided academic parental support for usage at home students and parents can better understand content area. *Teachers need support planning lessons that align with the new BEST Standards. *Teachers need support analyzing data and working collaboratively to give date driven instruction for whole and small group instruction. *Parents need support/strategies and community based resources(strategies) to support students.

3. Share possible solutions that address the root causes.

*Provide a menu of trainings for parents that to select from that support classroom instruction based on their family's need(s). *Remember and communicate with others that there is ALWAYS, more than one (1) way to solve a problem. * Provide teachers with professional development workshops and support of a Math Coach to model how to scaffold Instruction and unpack the steps. * Differentiate instruction aligned with standards and strategies for whole and small group instruction. *Additional parent training for strategies and resources. *Additional practice via IXL and i-ready/ Math/Dream Box to remediate weaknesses. *Additional focused skills based practice--academic games (Cool Math and Brain Pop), student Math 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 math instruction. *Offer hybrid trainings for parents *School-wide Math fair and parent night. *Small group pull-outs and push-ins for more focused remediation

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

• Communication

*School call outs, news flyers, SAC meetings, parent training sessions, family Math night(s). *Provide parents in-between report cards, containing information about student strengths, weaknesses, and strategies that can assist in further development of their child's mathematical skill set. *Provide parents articles related to building math confidence and skills in their child (in their native language).

- Parent Training

> * We need to provide our parents with math related materials to use at home, such as; flash cards, manipulatives, strategies, technology that will assist them in building their child's mathematical skill sets. * Parents need to be encouraged and supported to develop their own math skills. *In-school night time field trips (Publix, Winn-Dixie, Home Depot)

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

- School

> Our school will support, provide, monitor, and expect that all classrooms provide a positive, structured, established and predictable routine for math instruction for all students at all levels. Teachers, staff, and administrations will model the need, use, and purpose of the necessity to possess mathematical skill development and perseverance to find the solution to anything we encounter.

- Students

> Students will persevere through difficult and multi-step math problems without giving up.

- Parents

> Parents will recognize the need for mathematical skill development and use of themselves and their child; in real-world situations on a daily basis. Parents will role-model and demonstrate strategies of perseverance through "difficult" math computations.

- Staff Training

> * Provide staff selected, meaningful, mathematical skills training. * Foster the understanding and NEED for mathematical literacy in our school and world. * Establish a routine, expectation, and frequent follow-up/follow-through by administration to the expectations and use of math literacy in all classroom environments. *Collaborate with district content area specialist for support during PLC's and PD days.

- 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. Writing supports--pencil grips and computers/chrome books 6. Graphic Organizers 7. Manipulatives

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> According to the data our prioritized needs statements is based on 50% of students are Level 1, 38% are Level 2 and 12% are Level 3

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

> *Professional development with a focus on chunking content , monitoring for understanding and using new /innovative engagement strategies. * Student need additional opportunities/time to develop and master math skills. *With provided academic parental support for usage at home students and parents can better understand content area. *Teachers failing to fully understand the new BEST standards will receive extensive Professional Development to broaden their knowledge/skills base. *Teachers are not having enough time to properly utilize their collaboration and planning time effectively will be offered additional professional development. *We need to implement a school-wide focus on Math remediation of basic skills that could be lead by having a Math Coach on campus.

3. Share possible solutions that address the root causes.

Teacher actions that should help student to retain and eventually synthesize taught concepts: Teach note taking skills Review lesson notes Implement additional motivators to get more student buy-in-to their learning processes Teacher actions to better prepare students to understand complex assessment questions: Students must be exposed to mock test questions frequently to practice higher order thinking Utilize the state assessment test item specs to prepare mock test questions Explain the levels of cognitive complexity of questions to set student expectations. Recognize and identify patterns of weaknesses and provide pull-out or push-in support. Provide a menu of trainings for parents to select from based on their family's need(s). Scaffold Instruction, unpack the necessary foundational skills. Differentiate instruction. Additional parent training for strategies and resources. Additional practice via Gizmo to remediate weaknesses in science. Additional focused skills based practice--academic games, student reading and Science 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 science instruction. Offer hybrid trainings for parents Small group pull-outs and push-ins for more focused remediation More hands-on science labs during classroom instruction with the opportunity for follow-up during home lessons.

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

- Communication

School call outs, news letters, SAC meetings, phone calls(teachers), parent training sessions, family nights.

- Parent Training

Parent trainings to support parents/families as they work with their students at home. Both student and parents will benefit from learning more about the value of intrinsic rewards.

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

- School

Encourage parents to set expectations for practicing skills learned at home.

- Students

Give a full effort when completing homework. Respond to parent help when reinforcing skills at home.

- Parents

Designate a learning/calm space at home to study. They will also review and model how to study at home.

- 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. Other (i.e. communication, physical accessibility, homeless/migrant families.

- Accessibility

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

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

60% of Social Studies students lack the necessary background knowledge to master grade level Social Studies standards. Expose students to community resources and experiences to support learning.

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

*Lack of attendance in class impedes learning from in person teaching. *Multiple placements through out the school year -Lack of motivation to actively participate in class. -Limited home involvement in learning. -Learning disabilities that challenges their learning.

3. Share possible solutions that address the root causes.

-Infuse basic academic vocabulary and concepts to introduce the lesson during whole group instruction. -Collaborating with other content area teachers to assist with prior knowledge to help students see how subjects integrate to strengthen scientific knowledge. -Offer community base experiences to support learning outside of school to give students extended learning opportunities through museums, Kravis Center, etc. -Incorporate online learning resources ex. History Channel to assist visual learners with traditional methods.

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

• Communication

Communication will be strengthen through : Parent-link call-outs, newsletters, Point-sheets, SAC meetings

• Parent Training

Offer workshops and resources so parents can assist with learning at home at times most convenient for the parents schedules.

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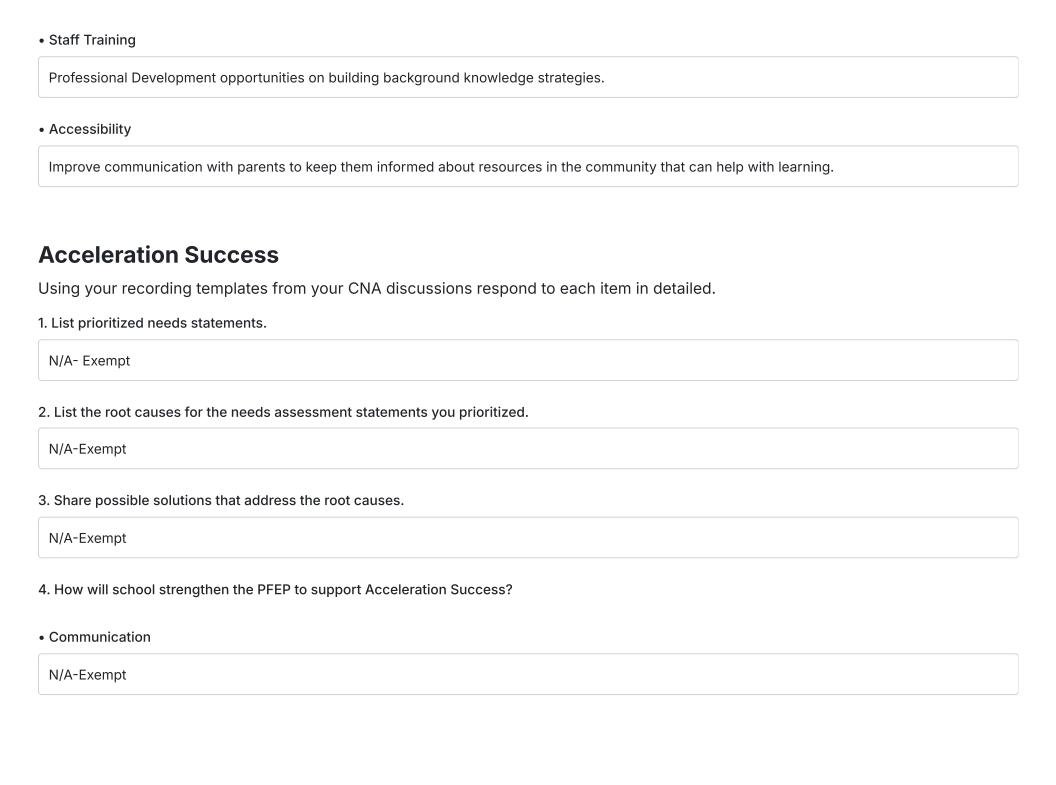
• School

Offer professional Development for teachers. Communicate regularly with parents about students progress.

• Students

Students will attend school regularly and engage actively in learning.

• Parents

Parents will support and encourage their student to be responsible of their learning.

- Staff Training

> Professional Development opportunities on building background knowledge strategies.

- Accessibility

> Improve communication with parents to keep them informed about resources in the community that can help with learning.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> N/A- Exempt

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

> N/A-Exempt

3. Share possible solutions that address the root causes.

> N/A-Exempt

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

- Communication

> N/A-Exempt

• Parent Training

N/A-Exempt

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

• School

Exempt

• Students

Exempt

• Parents

Exempt

• Staff Training

N/A-Exempt

• Accessibility

N/A- Exempt

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

*71.4% of Seniors graduated at Indian Ridge School, which is almost 25% lower then the district's average of 95.9%. *14% of the Seniors from the class of 2023 at Indian Ridge School dropped out of school which is 3% above the district's average of 11% * 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).

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. Off campus and On campus field trips organized based a personality/career interest survey Provide students with strategies and support in developing study habits. Use of visual aids and media knowledge to build background knowledge. Provide a menu of trainings for parents to select from based on their family's need(s). Differentiate instruction. Additional parent training for strategies and resources. 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 a variety of subject areas instruction. Offer hybrid trainings for parents Small group pull-outs and push-ins for more focused remediation Provide study guides. Increase parent engagement programs Early interventions/recognition of students falling behind and an implementation of "Catch Up" on learning program Classroom implementation of SEL strategies Increase resources and outside agencies to support students and families Place on the school's website/newsletter listing services

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.

- 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

- Students

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: "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. 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: **$41,873.00**

Acct Description	Description
Resource Teacher	The Resources Teacher will support 3rd-9th grade students working below the grade level as indicated by t BEST assessment in Reading, Math, and Science. The teacher will use the push-in and pull-out for remediation to support students in the tested subjects.

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: **$843.50**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Ink	1	$128.18	Technology	Original	$128.18
	Refreshments for parent trainings	60	$3.00	Program Supplies	Original	$180.00
	Copy Paper (case)	12	$44.61	General Supplies	Original	$535.32

Action Step: Professional Development

Staff will engage in professional development 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: **$0.00**

Acct Description	Description

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Eugene Ford	Principal
Sharon Wood	Assistant Principal
Laura Landusky	Student Advocate
Nikole Bailey	School Advisory Council Chair (SAC)
Pat Hammond	School Treasurer
Mia Pyfrom	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
Bernice Willis	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 2:00pm), Open House/Curriculum Night held the First Thursday in September (2024) and also during preparation for the FY 25 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 included online programs (i.e. i-ready, Top Scoring writing program K-12) and the funding of two in-house field trips: Cox Science Museum an evening of interactive centers relating to Science, Math, Technology and Kid's Paint to support the balance of art with math and reading.

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

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;

- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;

- Parent's Right-to-Know; and

- Other opportunities for parents.

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

> The tentative scheduled state for the FY 25 Annual Meeting will be held the 3rd Thursday in October 17, 2024 at 6:00pm in the cafeteria.

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 *Pens/Pencils *Take-home Parent Folders *Handouts *Small water bottles *PowerPoint Presentation *PFEP *School-Parent-Compact *Evaluations

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Putting The Pieces Together

- 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, Khan Academy and IXCEL. 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

Mid-August/Early September 2024

- Responsible Person(s)

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

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Wired for Success: Understanding brain development for K-12 Students

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

Staff will learn to implement with families based on research the 4 stages of the brain's cognitive development. Implementation of this program will be supported with information received from our therapists and school nurse which help parents be better prepared to understand their child's cognitive development and how it influences their academic, behavior or emotional growth.

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

The expected impact of this training on family engagement will be : *Improved student performance on tests *Parents are equipped to partner more effectively in their child's educational progress *Staff are able to efficiently communicate to colleagues and parents why students perform or behave like they do.

- **What will teachers submit as evidence of implementation?**

As evidence of implementation teachers will submit: 1. A reflections log 2. Lesson Plan or Data Report 3. Action Photos(1-3) with Caption

- **Month of Training**

January 2025

- **Responsible Person(s)**

Professional Development Team, Administration, Science Teachers and Community Liaison

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBD

- Number of Participants

> TBD

- What were teachers able to do as a result of the training?

> TBD

- How do you know?

> TBD

- What went well with the training

> TBD

- What improvements would be made and what steps will you implement to make the training more effective

> TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

> Teachers and Parents Partners in Academic Growth

- **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 social-emotional themes. *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 Social-Emotional Themes *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.

- **Date of Training**

  Early September/October 2024

- **Responsible Person(s)**

  Responsible person(s) will be Professional Development Team members, Administration, ELA/Reading Teachers and district specialists

- **Resources and Materials**

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

- **Amount (e.g. $10.00)**

  $100.00

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

Tentative date of Training will be January 2025

- Responsible Person(s)

Responsible person(s) Science Department Teachers, Student Advocate Administrator, 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)

- Amount (e.g. $10.00)

> $450.00

5. Parent and Family Capacity Building Training #3

- Name of Training

> Know Your Child's Learning Style!

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

> Parents will learn how to identify their child's learning style to implement while supporting their child with classwork, homework and other school related academic matters.

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

> The interactive hands-on component of the training will be focused on the rotation to centers that incorporate these learning styles: *Visual *Auditory *Read/Write *Kinesthetic

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

> The expected impact of this training on student achievement should be the ability to perform on any type of test and comprehend the subject being taught because the teacher/parent are aware of the student/child's most impactful style of learning.

- Date of Training

Early March 2025

- Responsible Person(s)

Administration, PD Team, Fine Arts Teachers, Classroom Teachers K-11

- Resources and Materials

*Handouts *Invitation *Agenda *Evaluation *Reflection Log *1-2 Action Photos *Snacks *Stickers

- Amount (e.g. $10.00)

$50.00

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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.

> Documentation that will showcase this partnership will be flyers in all three languages for students/parents that will be included with new/returning registrations, Welcome Back folders and Take-Home folders. We will utilize the confidential McKinney-Vento Homelessness Questionnaire sent home at select times.

- 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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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 utilized 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

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;

- Teach resilience and persistence;
- Promote healthy habits;
- Build character; and/or
- Develop a sense of service for others.

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 Character Now celebrations.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

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/RtI 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 RtI 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*The term ''well-rounded education'' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as

determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

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.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

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.