

Indian Ridge MS (3471)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2013 - 2014)	A
Title 1 School	No
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Enrichment	Tuesday	2nd, 4th	8/25/2015 - 5/24/2016	8:35 AM - 9:25 AM	6, 7, 8
Social Studies	Thursday	, 2nd, 4th	8/27/2015 - 5/26/2016	8:35 AM - 9:35 AM	6, 7, 8
Math	Tuesday	, 2nd, 4th	8/25/2015 - 5/24/2016	8:35 AM - 9:25 AM	6, 7, 8
Science	Tuesday	1st, 3rd	8/24/2015 - 5/24/2016	8:35 AM - 9:25 AM	6, 7, 8
Language Arts	Thursday	1st, 3rd	8/20/2015 - 5/26/2016	8:35 AM - 9:25 AM	6, 7, 8
Reading	Thursday	, 2nd, 4th	8/20/2015 - 5/28/2015	8:35 AM - 9:25 AM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2013-2014						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
6	619	7.59	13.57	8.10	20.50	12.28
7	563	8.88	9.24	6.60	13.50	7.10
8	680	9.12	13.97	4.30	14.10	9.41

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

- Daily point sheets
- Stress pass
- Peer tutoring
- Parent/Teacher Conferences
- Student Conferences

- Plan set up by Guidance
- Remediation through Edmentum (online courses)
- Small group instruction
- 504 Accommodations
- ESE accommodations as designated by the IEP
- ESOL Strategies
- Mentoring
- Consultation with guidance and teachers
- Alternate scheduling

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/9/2015 - 5/25/2016	10:00 AM - 12:00 PM

BEST PRACTICE #3**Optimal Internal/External Relationships****ACCREDITATION PROCESS**

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	2.5
Teaching and Assessing for Learning	3
Resources and Support Systems	2.5
Using Results for Continuous Improvement	3
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	
Continued use of Surveys in order to monitor the Five Standards of Quality. Survey results will be evaluated by Administration.	

EVIDENCE/ARTIFACTS

File Name	Standards & Indicator	Upload Date
Standard-1_Indicator_1.1_081715_Department_Head_-MTG.doc	Standard 1: Purpose and Direction (1.1)	12/1/2015
Standard-1_Indicator_1.2_SAC_Robot.pdf	Standard 1: Purpose and Direction (1.2)	12/1/2015
Standard-1_Indicator_1.4_SAC_Minutes_Revised_101315doc.docx	Standard 1: Purpose and Direction (1.4)	12/1/2015
Standard-1_Indicator_1.3_Smoke_Signals_09_2015.pdf	Standard 1: Purpose and Direction (1.3)	12/2/2015
Standard-1_Indicator_1.1_081715_Department_Head_-MTG.doc	Standard 1: Purpose and Direction (1.1)	12/1/2015
Standard-1_Indicator_1.2_SAC_Robot.pdf	Standard 1: Purpose and Direction (1.2)	12/1/2015
Standard-1_Indicator_1.3_Smoke_Signals_09_2015.pdf	Standard 1: Purpose and Direction (1.3)	12/2/2015
Standard-1_Indicator_1.4_SAC_Minutes_Revised_101315doc.docx	Standard 1: Purpose and Direction (1.4)	12/1/2015
Survey_Results_Standard_2_2.4.pdf	Standard 2: Governance and Leadership (2.4)	12/2/2015
Faculty_Handbook_Standard_2_2.1.pdf	Standard 2: Governance and Leadership (2.1)	12/8/2015
Administrative_Responsibilities_Standard_2_2.3.pdf	Standard 2: Governance and Leadership (2.3)	12/2/2015
Leadership_Agenda_Standard-2_2.6.pdf	Standard 2: Governance and Leadership (2.6)	12/2/2015
Smoke_Signals_10_2015_Standard_2_2.5.pdf	Standard 2: Governance and Leadership (2.5)	12/2/2015
Smoke_Signals_10_2015_Standard_2_2.5.pdf	Standard 2: Governance and Leadership (2.5)	12/2/2015

SAC-ByLaws_Standard_2.2_101315.pdf	Standard 2: Governance and Leadership (2.2)	2/25/2016
Faculty_Handbook_Standard_2_2.1.pdf	Standard 2: Governance and Leadership (2.1)	12/8/2015
SAC-ByLaws_Standard_2.2_101315.pdf	Standard 2: Governance and Leadership (2.2)	2/25/2016
Administrative_Responsibilities_Standard_2_2.3.pdf	Standard 2: Governance and Leadership (2.3)	12/2/2015
Survey_Results_Standard_2_2.4.pdf	Standard 2: Governance and Leadership (2.4)	12/2/2015
Smoke_Signals_10_2015_Standard_2_2.5.pdf	Standard 2: Governance and Leadership (2.5)	12/2/2015
Smoke_Signals_10_2015_Standard_2_2.5.pdf	Standard 2: Governance and Leadership (2.5)	12/2/2015
Leadership_Agenda_Standard-2_2.6.pdf	Standard 2: Governance and Leadership (2.6)	12/2/2015
Leadership_Agenda_Standard_3_3.5.pdf	Standard 3: Teaching and Assessing for Learning (3.5)	12/7/2015
Hispanic_Mentors_Standard_3_3.9.pdf	Standard 3: Teaching and Assessing for Learning (3.9)	12/7/2015
Learning_Target_Math_Standard_3_3.6.pdf	Standard 3: Teaching and Assessing for Learning (3.6)	12/7/2015
Common_Assessment_Standard_3_3.2.pdf	Standard 3: Teaching and Assessing for Learning (3.2)	12/7/2015
Curriculum_Map_Standard_3_3.4.pdf	Standard 3: Teaching and Assessing for Learning (3.4)	12/7/2015
Hispanic_Fair_Standard_3_3.12.pdf	Standard 3: Teaching and Assessing for Learning (3.12)	12/7/2015
PTO_Standard_3_3.8.pdf	Standard 3: Teaching and Assessing for Learning (3.8)	12/7/2015
Report_Cards_Standard_3_3.10.pdf	Standard 3: Teaching and Assessing for Learning (3.10)	12/7/2015
Lesson_Plans_Standard_3_3.1.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	12/7/2015
NESS_Standard_3_3.7.pdf	Standard 3: Teaching and Assessing for Learning (3.7)	12/7/2015
PLC_Minutes_Standard_3_3.11.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	12/7/2015
PLC_Schedule_Standard_3_3.3.pdf	Standard 3: Teaching and Assessing for Learning (3.3)	12/7/2015
Lesson_Plans_Standard_3_3.1.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	12/7/2015
Common_Assessment_Standard_3_3.2.pdf	Standard 3: Teaching and Assessing for Learning (3.2)	12/7/2015
PLC_Schedule_Standard_3_3.3.pdf	Standard 3: Teaching and Assessing for Learning (3.3)	12/7/2015
Curriculum_Map_Standard_3_3.4.pdf	Standard 3: Teaching and Assessing for Learning (3.4)	12/7/2015
Leadership_Agenda_Standard_3_3.5.pdf	Standard 3: Teaching and Assessing for Learning (3.5)	12/7/2015
Learning_Target_Math_Standard_3_3.6.pdf	Standard 3: Teaching and Assessing for Learning (3.6)	12/7/2015
NESS_Standard_3_3.7.pdf	Standard 3: Teaching and Assessing for Learning (3.7)	12/7/2015
PTO_Standard_3_3.8.pdf	Standard 3: Teaching and Assessing for Learning (3.8)	12/7/2015
Hispanic_Mentors_Standard_3_3.9.pdf	Standard 3: Teaching and Assessing for Learning (3.9)	12/7/2015
Report_Cards_Standard_3_3.10.pdf	Standard 3: Teaching and Assessing for Learning (3.10)	12/7/2015
PLC_Minutes_Standard_3_3.11.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	12/7/2015
Hispanic_Fair_Standard_3_3.12.pdf	Standard 3: Teaching and Assessing for Learning (3.12)	12/7/2015
Significant-Events_Standard_4_4.2.pdf	Standard 4: Resources and Support Systems (4.2)	12/8/2015
Safety_Plan_Standard_4_4.3.pptx	Standard 4: Resources and Support Systems (4.3)	12/8/2015
Technology-_Policy_Standard_4_4.5.pdf	Standard 4: Resources and Support Systems (4.5)	12/8/2015

Student_Services_Standard_4_4.6.pdf	Standard 4: Resources and Support Systems (4.6)	12/14/2015
NESS_Coach_Agreement_Standard_4_4.1.pdf	Standard 4: Resources and Support Systems (4.1)	12/14/2015
ESE_Initial_Eligibility_Process_Standard_4_4.7.pdf	Standard 4: Resources and Support Systems (4.7)	12/16/2015
Media_Budget_R2_Standard_4_4.4.pdf	Standard 4: Resources and Support Systems (4.4)	12/16/2015
ESE_Services_Standard_4_4.8.pdf	Standard 4: Resources and Support Systems (4.8)	12/16/2015
NESS_Coach_Agreement_Standard_4_4.1.pdf	Standard 4: Resources and Support Systems (4.1)	12/14/2015
Significant-Events_Standard_4_4.2.pdf	Standard 4: Resources and Support Systems (4.2)	12/8/2015
Safety_Plan_Standard_4_4.3.pptx	Standard 4: Resources and Support Systems (4.3)	12/8/2015
Media_Budget_R2_Standard_4_4.4.pdf	Standard 4: Resources and Support Systems (4.4)	12/16/2015
Technology-_Policy_Standard_4_4.5.pdf	Standard 4: Resources and Support Systems (4.5)	12/8/2015
Student_Services_Standard_4_4.6.pdf	Standard 4: Resources and Support Systems (4.6)	12/14/2015
ESE_Initial_Eligibility_Process_Standard_4_4.7.pdf	Standard 4: Resources and Support Systems (4.7)	12/16/2015
ESE_Services_Standard_4_4.8.pdf	Standard 4: Resources and Support Systems (4.8)	12/16/2015
SAC_Minutes_120815_Standard_5_5.5.docx	Standard 5: Using Results for Continuous (5.5)	12/14/2015
Interpretation_Data_Data_Chats_Schedule_Standard_5_5.3.docx	Standard 5: Using Results for Continuous (5.3)	3/3/2016
IRMS_MidYear-Reflection_R_Standard-5_5.4.doc	Standard 5: Using Results for Continuous (5.4)	3/15/2016
Student_Assessment_System_Standard_5_5.1.docx	Standard 5: Using Results for Continuous (5.1)	2/3/2016
Student_Data_Standard_5_5.4.pdf	Standard 5: Using Results for Continuous (5.4)	12/14/2015
Math_October_CFA-Results_Standard_5_5.2.xls	Standard 5: Using Results for Continuous (5.2)	12/8/2015
Student_Assessment_System_Standard_5_5.1.docx	Standard 5: Using Results for Continuous (5.1)	2/3/2016
Math_October_CFA-Results_Standard_5_5.2.xls	Standard 5: Using Results for Continuous (5.2)	12/8/2015
Interpretation_Data_Data_Chats_Schedule_Standard_5_5.3.docx	Standard 5: Using Results for Continuous (5.3)	3/3/2016
IRMS_MidYear-Reflection_R_Standard-5_5.4.doc	Standard 5: Using Results for Continuous (5.4)	3/15/2016
Student_Data_Standard_5_5.4.pdf	Standard 5: Using Results for Continuous (5.4)	12/14/2015
SAC_Minutes_120815_Standard_5_5.5.docx	Standard 5: Using Results for Continuous (5.5)	12/14/2015

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
SAC Agenda Signin Minutes 051016.pdf	May	Monitored	5/17/2016
SAC Agenda Minutes Sign In 041216.pdf	May	Monitored	5/12/2016
Agenda Minutes Sign in 030816.pdf	April	Monitored	4/13/2016
IRMS MidYear-Reflection R Standard-5 5.4.doc	April	None	4/12/2016
SAC Agenda Minutes Sign-in 020916.pdf	February	Monitored	3/11/2016
AFundsMeetingMinutesAgendaVotingSigninResults.pdf	January	A+ Funds	1/15/2016
SAC Agenda Minutes Sign-in 120815.pdf	December	Developed	1/14/2016
SAC Agenda Minutes Sign in 011216.pdf	January	A+ Funds	1/14/2016
Agenda Minutes Sign-in 111015.pdf	November	Approved	12/9/2015

SAC Agenda Minutes Sign-in October.pdf	October	Developed	11/13/2015
3471 IndianRidgeMiddle Agenda Minutes Signin 101315.pdf	October	Developed	10/16/2015
3471 IndianRidgeMiddle Agenda Minutes Signin 090815.pdf	September	Developed	10/16/2015
3471 IndianRidgeMiddle SAC ByLaws 101315.pdf	October	ByLaws	10/13/2015
3471 IndianRidgeMiddle Accreditation Stakeholders Training Plan 100615.pdf	October	Monitored	10/6/2015
3471 IndianRidgeMiddle SAC CompositionReport R 100615.pdf	September	Monitored	10/6/2015
3471 IndianRidgeMiddle CompositionReport 2015.pdf	September	Monitored	10/5/2015

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	N/A				

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement?

Administration will collaborate with other schools in our SES band to designate programs to improve academics in the various content areas with an emphasis in science.

What BEST Practice(s) will be scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Through Cadres content area teachers are provided direct exposure and training from District curriculum and content area specialists in groups composed of content areas representative of SES Band and schools beyond our SES Band. Professional Development provided by the District also provides opportunities for our teachers to engage in training in the areas of curriculum and instruction together with school in and beyond our SES Band. All training in best practices skills and application learned during training is brought back to the school and used to enhance instruction through turn-key training provided in our PLC's on an ongoing scheduled basis.

Describe how the BEST Practice(s) will be scaled-up.

- Based on FAIR score results the reading coach identified weaknesses by grade level and addressed reading strategies to improve reading scores by individual teachers based upon reading strands.
- Vocabulary skills
- Identifying antonyms and synonyms
- Origins of words

Please complete this section based on 2015-2016 end-of-year results.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.

Various methodologies and strategies are utilized to increase student's breadth and depth of vocabulary and comprehension and usage allows students to demonstrate growth in aural, verbal and written communication. This has a significant impact on increasing skills in these areas as evidenced by performance on FAIR, FSA and other formative and summative assessments.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Activities and best practices will be modeled during staff development and PLC's at the building level. Feedback regarding implementation is discussed at PLC's.	Administration, Department Heads, Reading Coach	4/29/2016		\$15,000.00

BPIE FILES

File Name	Uploaded Date
BPIE 2015 2016.pdf	5/19/2016