Indian Ridge School

2016-17 Schoolwide Improvement Plan

Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

https://irs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	61%

School Grades History

Year	2017-18
Grade	

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Indian Ridge School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Indian Ridge provides a therapeutically and academically integrated program that gives students the academic and social skills necessary for post-secondary education, productive citizenship, employment and independent living.

b. Provide the school's vision statement.

Indian Ridge staff partners with parents and the community to assist students in acquiring the tools, both academic and emotional to be successful in a less restrictive environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Schools are required by the Florida department of Education to complete their School Improvement Plan (SIP) template with the assistance of their School Advisory Councils. In addition to the content in the SIP template, schools are required to include:
Single school culture and appreciation of multicultural diversity (applicable to all grade levels).
Content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:
a) History of Holocaust - An example of this is having a guest Holocaust survivor present to our students.

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

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

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

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

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

•Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

•Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)

•SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

•Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

•Class meetings will occur on a frequent basis to include student feedback.

•School-wide recognition system is in place;

•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success;

•Mentors assigned to students identified with SEL concerns;

•Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

•Instruction and various campus activities that address social/emotional needs of students;

•Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

•Utilize data systems to identify students who have attendance, behavioral or academic concerns;

•Create data decision rules for number of absences or OSS before referral generated to SBT;

•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	7	5	1	4	10	9	6	8	13	6	12	82
One or more suspensions	1	1	3	4	0	1	10	7	4	5	7	4	2	49
Course failure in ELA or Math	1	1	5	3	5	4	8	10	12	5	13	5	6	78
Level 1 on statewide assessment	0	0	0	5	3	4	7	10	13	6	10	2	1	61
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	6	5	4	4	11	12	10	8	13	6	7	86

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

•Effective multi-disciplinary teams in place to problem solve and create action plans;

•Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Fundations, etc.;

* Data Chats with Teachers and Students

•Planned Discussions, Goal Setting for identified student;

•Notification procedures for parents, agency and community outreach;

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

•Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314062.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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

•Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

•During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

•Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;

•Communicate classroom and school news to parents;

•Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;

•Create the formats for inviting parent participation in the cultural education process;

•Positive notes, letters, phone calls home;

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

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

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Classroom teacher work closely with the administration to analyze data and use findings to group students for instruction and plan lessons accordingly. The team provides the chairperson of the SAC committee the information needed to write the goals of the SIP. They monitor the progress of the plan and make suggestions for planning professional development.

The Leadership Team will meet with the Assistant Principal and the Children's Service Facilitator to coordinate data related to the social/emotional areas of the school that need addressing.

A systematic approach for problem solving will be used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.

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

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team for further evaluation.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, resource teachers, etc.).

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Professional Learning Communities Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Indian Ridge School teachers want our students to be orderly, responsive, engaged, and motivated. According to the most current research on teacher effectiveness, putting a successful behavior management system in place is a sure way of achieving these goals. To continue to support Single School Culture, all teachers at Indian Ridge School will receive professional development in CHAMPS.

1. Title I, Part A funds are used to support family involvement and professional development initiatives. Refreshments and supplies are purchased to support our comprehensive family involvement plan. Funds are used to purchase manipulatives, classroom libraries and other supplies designed to increase student achievement. Additionally Title I funds will be used to increase technology in the classroom (Ipads and tablets) and provide engaging experiences for students through field trips.

2. Professional development activities are paid for with District Title II funds. Marzano Training and Learning Team Facilitators are provided by Title II.

3. Indian Ridge Staff collaborates with Gulf-stream Goodwill Industries, Vocational Rehab, Greenacres Bowling Alley, Locks of Love, Keiser University, and Palm Beach Habitation Center to offer job training to high school students.

4. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

5. Staff will collaborate with District Personnel in the Migrant and Multicultural Department to provide services for students.

6. The District MVP staff work with the school to provided services for families that are Homeless. Food drives for students and gifts baskets during the holidays are provided for families in need.

7. Business partners include, but are not limited to, Golden Lakes Home Owners Associations; West Palm Hospital; Chick-Fil-A; Green Acres Bowl; Jason's Deli; Kona Ice; Premier Health and Wellness; Back to Basics; Gator Bowl.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brian Alex	Teacher
Eugene Ford	Education Support Employee
Sharon Tarlow	Business/Community
Susan Mochen	Business/Community
Cheryl Harris	Education Support Employee
Natalie Cromwell	Education Support Employee
Jason Smith	Teacher
Ruth Ann Musgrove	Education Support Employee
Beth Trogdon	Business/Community
Tonisha Cook	Business/Community
Frank Mellilo	Parent
Louise Mellilo	Parent
Lena Gadson	Student
Robert Siegel	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC evaluated last year's School Improvement Plan by:
• Planning and monitoring of SIP;

• Initiating activities and programs that generated greater cooperation between the community and the school;

• Assisted in the development of our educational goals and objectives;

• Recommended various support services in the school; and

• Reviewed the budget to be sure it was aligned with the School Improvement Plan

b. Development of this school improvement plan

The SAC was the school community voice in the planning process for the School Improvement Plan (SIP). The SAC assisted the principal in planning the school's budget.

c. Preparation of the school's annual budget and plan

The SAC will meet monthly to review the School Improvement Plan (SIP) and the progress toward meeting SIP goals and objectives. The SAC will be involved in making recommendations to the principal about the school's budget. SAC will hold an annual SAC retreat (March 2017) to review progress for the current school year, and make plans for the next school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School Improvement funds (approximately 2000.00) will be used to purchase technology, materials for enrichment, and curriculum enhancement,including field trips.

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

The Literacy Leadership Team major initiative will be to infuse Literacy across the curriculum utilizing the district-wide K-12 Comprehensive Research-Based Reading Plan.

The Literacy Leadership Team will work closely with teachers through Professional Learning Communities to analyze student data, plan focused mini-lessons, monitor student progress using interim benchmark based assessment from CORE K12, adjust instruction in response to the data,

and address reading benchmarks in all content areas.

The reading coach will model lessons in the content areas; content area teachers will be train by the reading coach to use and teach reading strategies that are effective for their subject area.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

One venue for encouraging positive working relationships with teachers is by having teachers participate in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content area. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers also attend Student Support Meetings to discuss student behavior and academics in order to problem solve with their team and administration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The leadership team attends district recruitment fairs to screen teacher applicants and review resumes. The prerequisites for a highly qualified teacher includes past teaching/work experiences, college affiliations, advanced degrees, and experience work with a diverse student population.

Strategies and person responsible:
1. Advertise Positions/Review Applicant Information - School Secretary; Principal; Assistant Principal
2. Contact References - Principal; Assistant Principal
3. Team/Individual Interviews of Candidates - Principal; Leadership Team
4. Meet monthly with new teachers to provide training and support - Principal; Assistant Principal
5. Pair new teachers with teacher mentors - Principal; Assistant Principal
6. Require new teachers to attend weekly Learning Team Meetings (LTM)/Curriculum Meetings to discuss Marzano's teaching strategies and data chats - Principal; Assistant Principal; Reading Coach
7. Administrators provide ongoing opportunities for veteran teachers to further their professional growth

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Indian Ridge School supports the continued improvement of new teachers to the district through the school district's Educational Support Program (ESP). The ESP Program pairs the new teacher with a veteran teacher (mentor) in the same subject and/or grade level. The new teacher relies on the veteran teacher (mentor) for assistance and guidance.

The Mentor's planned activities:
Provide classroom management tips; demonstrate effectively how to disaggregate student data using Educational Data Warehouse (EDW); review lesson plans weekly and grading procedures; discuss coping strategies for stress and time management; model lessons and be available (after lesson) to reflect with the teacher; and lesson planning and unit planning will be offered and discussed collaboratively.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

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

Indian Ridge School ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS);

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs;

•Creating a schedule with an uninterrupted 90 minute reading block;

•Creating a schedule with an uninterrupted 60 minute writing block;

•Providing iii instruction based on student needs;

•Providing instruction aligned with the Language Arts Florida Standards for their grade level;

•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction);

•Administering assessments which measure instructed standards;

•Monitoring progress at the class and grade level during Learning Team Meetings;

•Conducting data chats with students;

•Creating units of study based on current data;

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry);

•Students self-selecting texts based on RRR levels;

•Providing level 1 & level 2 students with Tutorial Services by using the "push-in/pull out";

•Providing LLI (Leveled Literacy Intervention) instruction;

•Providing Process and Strategy charts for reminders of teaching;

•Read 180 provides reading intervention; and

•Be The Three Positive Behavior system is implemented to redirect inappropriate behaviors so students can focus on instruction.

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

Strategy: Summer Program
Minutes added to school year: 1,350

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ford, Eugene, eugene.ford@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Indian Ridge does not currently have a Kindergarten program. Students are placed at school based on IEP team decision.

b. College and Career Readiness

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

Students will meet one-on-one with their teacher to review and choose course selections annually. Teachers in collaboration with the Crisis Intervention Teacher (CIT) will advise students on which courses of studies that would be relevant to their career aspirations in addition to meeting state

graduation requirements. Parents will be notified of the course offering and will be encourage to take part in the course selection process.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Indian Ridge offers students the opportunity to take courses related to careers in culinary arts, industrial arts, business technology and TV production; all courses include career planning. The applications and skills taught in these classes are transferable so that students can apply these skills in their content area courses and in real world applications. Teachers plan project-based learning activities that cross content areas which provide relevance to student's futures.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

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

Some of the strategies being used to improve student readiness for postsecondary level include:
Partnership with Keiser University
CBVE Program experience off campus (community job related skills developed)
Vocational Rehab Evaluations for some of our students
Career Exploration Surveys for all students
Guest Speakers
Career Day
Integrate Career/College Readiness Skills/Training into our Learning Strategies Classes
All High School Students take the Kuder Assessment
Goal Chats with Administration and CIT's

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

Indian Ridge School is a therapeutic day school for students with emotional behavioral disabilities. Students at Indian Ridge require a smaller class size, therapy infused throughout the day and additional support for safety and supervision. Indian Ridge has an excellent SWPBS TEAM Level System in place which creates a positive and consistent approach to improving students social/emotional skills while

improving their academic progress. Students at Indian Ridge need small group differentiated instruction since their behavior/social emotional needs has impeded their learning.

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

Since school is often difficult for students at Indian Ridge due to a long history of behavior/social issues, some students at Indian Ridge School have poor attendance and behavior issues that impede their learning. Educators need to provide small group instruction in order to meet the needs of all students at various levels. Also, plan and execute engaging lessons to make learning fun and meaningful.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Indian Ridge School provides rigorous instruction in all content areas aligned with the Florida State Standards, then we will increase the percentage of students considered high school ready as identified in the leading indicators.

Strategic Goals Detail

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

> **G1.** If Indian Ridge School provides rigorous instruction in all content areas aligned with the Florida State Standards, then we will increase the percentage of students considered high school ready as identified in the leading indicators. `1a`

🔑 G083677

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	59.0
Attendance rate	80.0

Targeted Barriers to Achieving the Goal `3`

- Mental and Emotional-Behavioral Stability interfere with students ability to access the curriculum
- Content area teacher's lack knowledge of the Florida State Standards and planning for rigorous instruction
- Transportation issues and negative perceptions of school limit parent/caregiver involvement.

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

- Intensive Reading Classes
- Technology: Reading Plus; Read 180; Read About; Reading A-Z, and Reading Counts
- Technology: I-PADs; Laptops; Mini-tablets (Nook)
- Leveled Literacy Intervention programs
- Infused Emotional Therapy
- Positive Behavior Support program
- Individual and Group Therapy
- IEP Accommodations
- Reading Endorsed Teachers
- Academic Coach
- HMH Collections
- Study Island - Civics, US History, All Subject Area
- Chapter Books to Integrate Common Theme Through all Content Areas
- Title One Supplemental Monies
- Reading Eggs
- I-Ready - Language Arts & Math Middle/High School
- Title One Supplemental Monies
- Reading Eggs
- I-Ready - Language Arts & Math Middle/High School

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Indian Ridge School provides rigorous instruction in all content areas aligned with the Florida State Standards, then we will increase the percentage of students considered high school ready as identified in the leading indicators. 1

🔑 G083677

G1.B1 Mental and Emotional-Behavioral Stability interfere with students ability to access the curriculum 2

🔑 B222113

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔑 S234393

Strategy Rationale

If we provide customized instruction, then the mental and emotional-behavioral needs of the students will be met.

Action Step 1 5

Teachers will track student academic and behavioral progress and celebrate student achievement.

Person Responsible

Ruth Musgrove

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Tracking Tool (academic progress reports, behavior reports), Positive Support program; Character Counts; Behavior point system; and Reading Counts

Action Step 2 5

Use technology and hands-on materials/experiences to engage students in targeted cross curriculum support.

Person Responsible

Natalie Cromwell

Schedule

Daily, from 8/15/2016 to 8/15/2017

Evidence of Completion

Diagnostic Data, Usage Data, On-line Assessment Data, Teacher Input

Action Step 3 `5`

Instructional resources to use as interventions and supplemental support to engage students and address needs.

Person Responsible

Natalie Cromwell

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Purchase Order, On-line Assessment Data, and Usage Data

Action Step 4 `5`

Provide academic and real world experiences through literature and activities around the content of the book so students can connect the literature to their own experiences.

Person Responsible

Eugene Ford

Schedule

Daily, from 8/15/2016 to 8/15/2017

Evidence of Completion

Lesson Plans, Informal Assessments, Student Products from Performance Activities

Action Step 5 `5`

Students will be provided with resources and materials to ensure a single school culture and promote the academic and social success of our students.

Person Responsible

Ruth Musgrove

Schedule

On 6/2/2017

Evidence of Completion

Interactive Notebooks, Use of Zones in the Classroom, School-wide Use of Binders, Social Skill Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor each action to check for fidelity through observations, participating in meetings, and bimonthly leadership meetings.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 8/5/2016 to 6/2/2017

Evidence of Completion

Administrative Observation Logs, Positive Support program data; Character Counts; Behavior point system; Reading Counts, Student Academic/Behavior Binder Data, On-line Software Data, Walk Throughs,

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will reflect upon student benchmark assessment data and behavior data to determine success.

Person Responsible

Eugene Ford

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Mini Assessment Data, Behavioral Point Sheet Data, and Level System Data

G1.B2 Content area teacher's lack knowledge of the Florida State Standards and planning for rigorous instruction `2`

🔍 B222114

G1.B2.S1 Staff will engage in professional development sessions in order to build their capacity to provide effective instruction to increase student achievement. `4`

🔍 S234394

Strategy Rationale

If staff engages in professional development sessions to build their capacity to provide effective instruction, then student achievement will increase.

Action Step 1 `5`

Teachers will engage in professional development experiences to increase knowledge of Florida Standards and research based programs to increase student achievement.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional Development Agendas, Sign In sheets, PD Resources, Assessment Data, and Walkthroughs to show implementation, Curriculum Planning Alignment Plans/Meeting Agenda, & Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Observations and participation in planning meetings with PD team.

Person Responsible

Eugene Ford

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, Sign In Sheet, Classroom Walkthroughs, Observation data, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Effectiveness will be determined through walkthroughs, observations, and data chats with teachers.

Person Responsible

Eugene Ford

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

PD Agenda, Walkthrough notes, PD Sign In Sheets, Student Evidence, Lesson Plans, student data

G1.B3 Transportation issues and negative perceptions of school limit parent/caregiver involvement. [2]

🔑 B222115

G1.B3.S1 Empower parents by involving them in the decision making process and align new and existing community and parent partnerships. [4]

🔑 S234395

Strategy Rationale

If we empower parents by involving them in the decision making process and align new and existing community and parent partnerships, then social/emotional needs to students will be met and student achievement will be positively impacted.

Action Step 1 [5]

Invite parents to join SAC and engage them to participate in school wide programs and activities.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

SAC sign-in and minutes, invitations, agendas, handouts, parent evaluations

Action Step 2 [5]

Integrate parent workshops on a variety of issues facing parents socially and academically with family-centered activities.

Person Responsible

Natalie Cromwell

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

sign in sheets, agendas, work products, parent surveys

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review parent evidences and debrief with facilitators.

Person Responsible

Eugene Ford

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

sign-in sheets, agendas, invitations, parent evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Observe parent-student engagement during activities and parent/student individuals chats.

Person Responsible

Natalie Cromwell

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Survey data from chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M306081	Administration will reflect upon student benchmark assessment data and behavior data to determine...	Ford, Eugene	8/22/2016	Mini Assessment Data, Behavioral Point Sheet Data, and Level System Data	5/31/2017 biweekly
G1.B2.S1.MA1 M306083	Effectiveness will be determined through walkthroughs, observations, and data chats with teachers.	Ford, Eugene	8/15/2016	PD Agenda, Walkthrough notes, PD Sign In Sheets, Student Evidence, Lesson Plans, student data	5/31/2017 monthly
G1.B3.S1.MA1 M306085	Observe parent-student engagement during activities and parent/student individuals chats.	Cromwell, Natalie	9/6/2016	Survey data from chats	5/31/2017 monthly
G1.B3.S1.MA1 M306086	Review parent evidences and debrief with facilitators.	Ford, Eugene	9/6/2016	sign-in sheets, agendas, invitations, parent evaluations	5/31/2017 monthly
G1.B1.S1.MA1 M306082	Monitor each action to check for fidelity through observations, participating in meetings, and...	Cromwell, Natalie	8/5/2016	Administrative Observation Logs, Positive Support program data; Character Counts; Behavior point system; Reading Counts, Student Academic/Behavior Binder Data, On-line Software Data, Walk Throughs,	6/2/2017 monthly
G1.B1.S1.A1 A301449	Teachers will track student academic and behavioral progress and celebrate student achievement.	Musgrove, Ruth	8/15/2016	Tracking Tool (academic progress reports, behavior reports), Positive Support program; Character Counts; Behavior point system; and Reading Counts	6/2/2017 weekly
G1.B1.S1.A3 A301451	Instructional resources to use as interventions and supplemental support to engage students and...	Cromwell, Natalie	8/15/2016	Lesson Plans, Purchase Order, On-line Assessment Data, and Usage Data	6/2/2017 daily
G1.B1.S1.A5 A301453	Students will be provided with resources and materials to ensure a single school culture and...	Musgrove, Ruth	8/15/2016	Interactive Notebooks, Use of Zones in the Classroom, School-wide Use of Binders, Social Skill Lesson Plans	6/2/2017 one-time
G1.B2.S1.MA1 M306084	Observations and participation in planning meetings with PD team.	Ford, Eugene	8/15/2016	Agenda, Sign In Sheet, Classroom Walkthroughs, Observation data, Lesson Plans	6/2/2017 monthly
G1.B2.S1.A1 A301454	Teachers will engage in professional development experiences to increase knowledge of Florida...	Cromwell, Natalie	8/15/2016	Professional Development Agendas, Sign In sheets, PD Resources, Assessment Data, and Walkthroughs to show implementation, Curriculum Planning Alignment Plans/Meeting Agenda, & Sign In Sheets	6/2/2017 monthly
G1.B3.S1.A1 A301455	Invite parents to join SAC and engage them to participate in school wide programs and activities.	Cromwell, Natalie	8/15/2016	SAC sign-in and minutes, invitations, agendas, handouts, parent evaluations	6/2/2017 monthly
G1.B3.S1.A2 A301456	Integrate parent workshops on a variety of issues facing parents socially and academically with...	Cromwell, Natalie	8/15/2016	sign in sheets, agendas, work products, parent surveys	6/2/2017 quarterly
G1.B1.S1.A2 A301450	Use technology and hands-on materials/experiences to engage students in targeted cross curriculum...	Cromwell, Natalie	8/15/2016	Diagnostic Data, Usage Data, On-line Assessment Data, Teacher Input	8/15/2017 daily
G1.B1.S1.A4 A301452	Provide academic and real world experiences through literature and activities around the content of...	Ford, Eugene	8/15/2016	Lesson Plans, Informal Assessments, Student Products from Performance Activities	8/15/2017 daily

V. Professional Development Opportunities

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

G1. If Indian Ridge School provides rigorous instruction in all content areas aligned with the Florida State Standards, then we will increase the percentage of students considered high school ready as identified in the leading indicators.

G1.B2 Content area teacher's lack knowledge of the Florida State Standards and planning for rigorous instruction

G1.B2.S1 Staff will engage in professional development sessions in order to build their capacity to provide effective instruction to increase student achievement.

PD Opportunity 1

Teachers will engage in professional development experiences to increase knowledge of Florida Standards and research based programs to increase student achievement.

Facilitator

PD Team

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Teachers will track student academic and behavioral progress and celebrate student achievement.**				$0.00
2	G1.B1.S1.A2	**Use technology and hands-on materials/experiences to engage students in targeted cross curriculum support.**				$11,340.90
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	2411 - Indian Ridge School	Title I, Part A		$6,000.20
		Notes: I-Ready 6-12, Reading Eggs, Study Island, Gizmos, Reading A-Z, IXL				
	5100	644-Computer Hardware Non-Capitalized	2411 - Indian Ridge School	Title I, Part A		$2,860.70
		Notes: Mini iPads ($1990), Laptops ($1,370)				
	5100	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$250.00
		Notes: Nook Downloadable Books, I-Pad Cases				
	5100	692-Computer Software Non-Capitalized	2411 - Indian Ridge School	Title I, Part A		$250.00
		Notes: App's for I-Pads				
	5100	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$400.00
		Notes: Ear Buds & Ear Phones				
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	2411 - Indian Ridge School	Title I, Part A		$180.00
		Notes: Reading Instructional Rugs				
	7800	790-Miscellaneous Expenses	2411 - Indian Ridge School	Title I, Part A		$600.00
		Notes: Transportation for field trips				
	5100	390-Other Purchased Services	2411 - Indian Ridge School	Title I, Part A		$800.00
		Notes: Hi-Tech Hi-Touch and Planetarium - admissions for field trips				
3	G1.B1.S1.A3	**Instructional resources to use as interventions and supplemental support to engage students and address needs.**				$9,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$9,300.00
		Notes: Scholastic, Social Studie Weekly, chapter books for book study, curriculum resources, LLI high school kits, learning strategies curriculum, guided reading books				
4	G1.B1.S1.A4	**Provide academic and real world experiences through literature and activities around the content of the book so students can connect the literature to their own experiences.**				$1,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	2411 - Indian Ridge School	Title I, Part A		$500.00
		Notes: Field Trip Admissions				
	7800	790-Miscellaneous Expenses	2411 - Indian Ridge School	Title I, Part A		$500.00
		Notes: Field Trip Transportation				
	5100	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$500.00
		Notes: Chapter Books				
5	G1.B1.S1.A5	**Students will be provided with resources and materials to ensure a single school culture and promote the academic and social success of our students.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$3,000.00
		Notes: Zones of Regulations, Interactive Notebooks, Binders, TEAM Level System, Printer Ink, Laminating Film, Paper				
6	G1.B2.S1.A1	**Teachers will engage in professional development experiences to increase knowledge of Florida Standards and research based programs to increase student achievement.**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	2411 - Indian Ridge School	Title I, Part A		$1,500.00
		Notes: Travel Out of County Including Registration Travel In County Zones of Regulation National At-Risk Youth				
	6400	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$2,000.00
		Notes: Paper, Printer Ink, Books for Leadership Book Study, Binders, Folders, Notebooks, Highlighters, Markers, Chart Paper				
7	G1.B3.S1.A1	**Invite parents to join SAC and engage them to participate in school wide programs and activities.**				**$0.00**
8	G1.B3.S1.A2	**Integrate parent workshops on a variety of issues facing parents socially and academically with family-centered activities.**				**$1,649.95**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2411 - Indian Ridge School	Title I, Part A		$1,274.95
		Notes: Parent training's supplies (paper, ink, construction paper, pens, pencils, highlighters, folders, glue, stamps, refreshments) Communication with Parents: Newsletters, Stamps, Tips,				
	6150	310-Professional and Technical Services	2411 - Indian Ridge School	Title I, Part A		$375.00
		Notes: STEAM Night Consultant - Parent Involvement, Science Museum				
					Total:	**$30,290.85**