

The School District of Palm Beach County

Indian Ridge School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	65%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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. We are committed to developing a community of environmentally responsible learners by teaching how to efficiently use resources, creating a healthy environment, integrating ecological curriculum, encouraging healthy eating, and sustainable community practices.

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.

School Leadership Team

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

Duties

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 and the leadership team to analyze data and utilize the findings to group students for instruction and plan lessons accordingly. The team works closely with SAC and the chairperson of the SAC committee by reviewing the data, discussing programs, and implementation results. The team depends on the SAC committee, teachers, staff, and community in making shared decisions for the school. The team monitors the progress of the plan and make suggestions for planning professional development.

The Leadership Team meets weekly with the elementary team, middle school team, and high school team to determine which students may need to be brought up to our school-based team to address social/emotional, attendance, and/or academic needs. 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 (FCIM Model).

Early Warning Systems

Year 2017-18

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	0	0	3	1	5	9	3	2	9	11	4	9	9	65
One or more suspensions	0	0	1	3	6	9	4	6	7	7	3	4	2	52
Course failure in ELA or Math	0	1	3	4	9	11	1	9	8	6	3	5	3	63
Level 1 on statewide assessment	0	0	0	5	10	10	4	5	9	9	3	5	5	65

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	1	3	4	11	13	3	8	9	11	4	8	6	81	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	2	2	5	3	3	5	2	3	11	37
Retained Students: Previous Year(s)	0	0	0	1	2	2	5	3	3	5	2	3	7	33

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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	0	2	1	3	9	4	10	11	7	8	11	9	14	89	
One or more suspensions	0	1	4	5	1	1	3	6	4	6	8	4	4	47	
Course failure in ELA or Math	0	2	2	8	10	6	7	9	7	5	7	3	7	73	
Level 1 on statewide assessment	0	0	0	11	6	3	9	7	7	4	10	8	3	68	
	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	2	2	10	11	5	10	10	10	8	13	6	7	94	

Year 2016-17 - Updated

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	0	2	1	3	9	4	10	11	7	8	11	9	14	89	
One or more suspensions	0	1	4	5	1	1	3	6	4	6	8	4	4	47	
Course failure in ELA or Math	0	2	2	8	10	6	7	9	7	5	7	3	7	73	
Level 1 on statewide assessment	0	0	0	11	6	3	9	7	7	4	10	8	3	68	
	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	2	2	10	11	5	10	10	10	8	13	6	7	94	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

IRS is a therapeutic day school for students with emotional behavioral disabilities, our students often have difficulty with emotional and behavioral control which often results in absences and time out of the classroom. Therefore students come to our school with a huge achievement gap and once we are able to get their behavior/emotional needs stable then we can help our students achieve academically. When looking at our attendance data and focusing upon students with less than 90% attendance we see that: 8th = 50%, 9th = 61.1%, 11th = 60%, and 12th = 47.4%. Our school rating is determined by the percentage of our students who make learning gains. This school year our ELA gains decreased from 46% to 43%; this is not a trend because we have demonstrate 3-5% point increase each year for the past 4 years.

Which data component showed the greatest decline from prior year?

The ELA scores proved to show the greatest decline from the previous year, decreasing 3 percentage points.

Which data component had the biggest gap when compared to the state average?

At this time, there are very few Special Education Center Schools throughout the state for students with Emotional Behavioral Disabilities; therefore data is not available for comparison.

We are a school who receives a rating based upon learning gains. Our school has receive a rating of Maintaining since 2014 -2015. We are always striving for proficiency with all of our students with the goal of Commendable Rating by the state. Our rating is determined by the percentage of our students who make learning gains. This is not a trend because we have demonstrate 3-5% point increase each year for the past 4 years.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the mathematics gains. In 2016 - 2017, 36% of the students made learning gains in mathematics, in 2017 - 2018, 44% of the students made gains.

Describe the actions or changes that led to the improvement in this area.

Indian Ridge School provides instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. Since parental involvement is often difficult, we try to empower the parents in the decision making process and align new and existing community and parent partnerships. Our school has implemented several initiatives to improve student attendance, promote student engagement, focus on our academic achievement strategies in PLC's, and work on social/emotional learning. The Zones of Regulation curriculum has been implemented in all grade levels to help our students identify their emotions and to utilize coping skills to stay in class and learn. Our SWPBS has implemented additional incentives to encourage students to work in class by providing bonus points when students are on task and working hard. We recognize students for their achievement both academic and behaviorally by our TEAM level system, moving up celebrations, honor roll, and our new attendance incentive program (encourage students to be Attendance HEROS - Here Everyday and Ready On-time). We are offering industry certification classes to encourage students to graduate and stay on track. Since our students have had emotional/behavioral issues most of their school career, students have fallen behind in their academics, since the amount of time spent in class prior to coming to our school was minimal. Tutorial is offered for all students during the school day, since we pull students from the entire district it is essential to have tutorial during school hours. In addition, we utilize our summer school program to focus on remediation in all subjects, including creating a standards based focus calendar with the development of common assessments (FCIM Model).

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	55%	60%	0%	44%	55%
ELA Learning Gains	0%	56%	57%	0%	52%	54%
ELA Lowest 25th Percentile	0%	51%	52%	0%	49%	49%
Math Achievement	0%	52%	61%	0%	43%	56%
Math Learning Gains	0%	54%	58%	0%	47%	54%
Math Lowest 25th Percentile	0%	49%	52%	0%	42%	48%
Science Achievement	0%	49%	57%	0%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (2)	3 (1)	1 (3)	5 (9)	9 (4)	3 (10)	2 (11)	9 (7)	11 (8)	4 (11)	9 (9)	9 (14)	65 (89)
One or more suspensions	0 (0)	0 (1)	1 (4)	3 (5)	6 (1)	9 (1)	4 (3)	6 (6)	7 (4)	7 (6)	3 (8)	4 (4)	2 (4)	52 (47)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Course failure in ELA or Math	0 (0)	1 (2)	3 (2)	4 (8)	9 (10)	11 (6)	1 (7)	9 (9)	8 (7)	6 (5)	3 (7)	5 (3)	3 (7)	63 (73)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (11)	10 (6)	10 (3)	4 (9)	5 (7)	9 (7)	9 (4)	3 (10)	5 (8)	5 (3)	65 (68)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	56%	-56%	57%	-57%
	2017	0%	54%	-54%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	58%	-58%	56%	-56%
	2017	0%	57%	-57%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	10%	59%	-49%	55%	-45%
	2017	0%	52%	-52%	53%	-53%
Same Grade Comparison		10%				
Cohort Comparison		10%				
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	54%	-54%	51%	-51%
	2017	17%	55%	-38%	52%	-35%
Same Grade Comparison		-17%				
Cohort Comparison		0%				
08	2018	15%	60%	-45%	58%	-43%
	2017	0%	56%	-56%	55%	-55%
Same Grade Comparison		15%				
Cohort Comparison		-2%				
09	2018	0%	56%	-56%	53%	-53%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	0%	55%	-55%	53%	-53%
	2017	10%	51%	-41%	50%	-40%
Same Grade Comparison		-10%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	63%	-63%	62%	-62%
	2017	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	63%	-63%	62%	-62%
	2017	0%	64%	-64%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	9%	66%	-57%	61%	-52%
	2017	0%	61%	-61%	57%	-57%
Same Grade Comparison		9%				
Cohort Comparison		9%				
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	55%	-55%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	10%	39%	-29%	54%	-44%
	2017	25%	38%	-13%	53%	-28%
Same Grade Comparison		-15%				
Cohort Comparison		10%				
08	2018	10%	65%	-55%	45%	-35%
	2017	0%	63%	-63%	46%	-46%
Same Grade Comparison		10%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	56%	-56%	55%	-55%
	2017					
Cohort Comparison						
08	2018	17%	54%	-37%	50%	-33%
	2017					
Cohort Comparison		17%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	67%	-67%	65%	-65%
2017	20%	66%	-46%	63%	-43%
Compare		-20%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	72%	-12%	71%	-11%
2017	42%	73%	-31%	69%	-27%
Compare		18%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	40%	68%	-28%	68%	-28%
2017	0%	68%	-68%	67%	-67%
Compare		40%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	62%	-62%
2017	9%	59%	-50%	60%	-51%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	0%	55%	-55%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To Increase student achievement by providing effective and relevant standards based instruction to meet the needs of all students to ensure high school readiness.
Rationale	Our attendance data when focusing upon students with less than 90% attendance we see that: 8th = 50%, 9th = 61.1%, 11th = 60%, and 12th = 47.4%. This school year our ELA gains decreased from 46% to 43%; this is not a trend because we have demonstrate 3-5% point increase each year for the past 4 years.
Intended Outcome	Our intended outcome for FY19 is to improve our learning gains in ELA by 7% points resulting in 50% of our students making learning gains and in Mathematics improve by 6% resulting in 50% of our students making learning gains and earning a Commendable rating with the state. When looking at our attendance count of students with less than 90% attendance, we want to reduce the number of students to 30% throughout all grade levels.
Point Person	Natalie Cromwell (natalie.cromwell@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on all students.
	* PLC leaders engage in professional development experiences to build their capacity in providing effective instruction and leading their team in standards based planning and instruction, then student achievement will increase.
	*Administrative Team will provide all staff with professional development session on standards based instruction (Pillars of Effective Instruction) and working through the FCIM model in our PLC meetings.
	*All staff will engage in a book study entitled, "FOCUS," by Mike Schmoker make focused improvements in increasing student achievement and engagement.
	*Provide tutorial for students who need remediation and enrichment (Mr. Ford).
	*Students will receive on-call, individual and group counseling to assist in staying on track academically and to learn to use their coping skills in order to maintain emotional stability (Ms. Musgrove).
Person Responsible	*Implementation of a Single School Culture Initiative to improve student attendance (Attendance HERO (Here, Everyday, Ready, and On-Time)). Natalie Cromwell (natalie.cromwell@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	The effectiveness will be monitored by quality of the professional development sessions and how it has positively transferred to instruction and differentiated student achievement. In turn, the PLC leaders will implement what was learned in the PD sessions with the teachers in their respective PLC meetings. We will utilize Observation Data, Data Chats, Conferences with Educators, Lesson Plans, Achievement Celebrations, Goal Setting

Sheets, Standards Based Instruction (Scales) in the classroom, professional development session (TDE/Agenda) documentation and evidence of implementation in the classroom setting.

Person Responsible Natalie Cromwell (natalie.cromwell@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.
- *One Caring Adult Program
- 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.

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

Indian Ridge School services students in elementary, middle, and high school. Students come to Indian Ridge from throughout Palm Beach County. Students are placed based upon an IEP team decision. Once students are placed our school has a transitioning new students checklist that must be completed by the Crisis Intervention Teacher in order to ensure that the student feels welcomed, supported, and understands the rules/procedures of his/her new school. When a student transition from elementary to middle or middle to high school, a student assembly is provided for the students and families to review expectations, information regarding academics, and school procedures. When a student is ready to transition to a comprehensive campus, our Community Based Vocational Educator/Transition Coordinator sets up an appoint for the student and family to tour the campus of the new school and meet with integral team members to ensure a smooth transition. The transition coordinator periodically checks on the transition student and supports the comprehensive campus in ensuring the success of the student.

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/Rtl 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 Rtl 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 has received 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 (lpads 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, Keiser, 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; JFK North Hospital; Chick-Fil-A; Green Acres Bowl; Premier Health and Wellness; Back to Basics; and many more.

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. Students will also have the opportunity to take Industry Certification courses. We also work with students to sign up for Kahn Academy for ACT/SAT prep.

Part V: Budget

Total:

\$200.00