

The School District of Palm Beach County

Indian Ridge School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	21

Indian Ridge School

1955 GOLDEN LAKES BLVD, West Palm Beach, FL 33411

<https://irs.palmbeachschools.org>

Demographics

Principal: Eugene Ford

Start Date for this Principal: 6/20/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Ford, Eugene	Principal	Instructional leader in charge of executing and monitoring personnel, resources and strategies to ensure all students have an equitable opportunity to learn and to achieve successfully. Mr. Ford and the leadership team meet with the elementary team, middle school team, and high school team to address social/emotional, attendance, and/or academic needs. A systematic approach for problem-solving is used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.
Wood, Sharon	Assistant Principal	Assistant Instructional leader supporting the execution and the monitoring of all initiatives implemented with IRS regarding student progress and student success. Ms. Wood supports leadership when meeting with the elementary team, middle school team, and high school team to address social/emotional, attendance, and/or academic needs. A systematic approach for problem-solving is used through consensus building and sharing effective best practices; aligning processes and procedures for best solutions.
Musgrove, Ruth	Other	Ms. Musgrove is a Student Advocate who supports and leads the therapeutic team to ensure all students have equitable access to learn in a safe environment where all students can grow and develop emotionally, socially and academically.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	1	3	2	9	8	15	17	7	17	15	7	10	111	
Attendance below 90 percent	0	0	1	5	2	7	7	3	11	12	6	6	14	74	
One or more suspensions	1	0	1	4	3	11	4	3	7	8	2	3	3	50	
Course failure in ELA or Math	1	2	2	4	8	11	7	4	9	6	5	4	4	67	
Level 1 on statewide assessment	0	0	0	6	6	14	11	4	8	6	4	2	3	64	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	1	0	1	6	6	15	9	5	10	12	5	5	7	82	

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	0	1	1	2	3	0	0	0	0	0	7	
Students retained two or more times	0	0	0	0	1	1	3	3	4	4	3	2	5	26	

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	1	3	4	11	13	3	8	9	11	4	8	6	81	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	3	4	11	13	3	8	9	11	4	8	6	81

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	46%	57%
ELA Learning Gains	0%	58%	59%	0%	52%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	50%	51%
Math Achievement	0%	53%	62%	0%	43%	58%
Math Learning Gains	0%	55%	59%	0%	48%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	47%	50%
Science Achievement	0%	45%	56%	0%	41%	53%
Social Studies Achievement	0%	75%	78%	0%	67%	75%

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	
Number of students enrolled	0 (0)	1 (0)	3 (0)	2 (0)	9 (0)	8 (0)	15 (0)	17 (0)	7 (0)	17 (0)	15 (0)	7 (0)	10 (0)	111 (0)
Attendance below 90 percent	0 (0)	0 (0)	1 (3)	5 (1)	2 (5)	7 (9)	7 (3)	3 (2)	11 (9)	12 (11)	6 (4)	6 (9)	14 (9)	74 (65)
One or more suspensions	1 (0)	0 (0)	1 (1)	4 (3)	3 (6)	11 (9)	4 (4)	3 (6)	7 (7)	8 (7)	2 (3)	3 (4)	3 (2)	50 (52)
Course failure in ELA or Math	1 (0)	2 (1)	2 (3)	4 (4)	8 (9)	11 (11)	7 (1)	4 (9)	9 (8)	6 (6)	5 (3)	4 (5)	4 (3)	67 (63)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (5)	6 (10)	14 (10)	11 (4)	4 (5)	8 (9)	6 (9)	4 (3)	2 (5)	3 (5)	64 (65)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	58%	-58%
	2018	0%	56%	-56%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	62%	-62%	58%	-58%
	2018	0%	58%	-58%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	59%	-59%	56%	-56%
	2018	10%	59%	-49%	55%	-45%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
06	2019	23%	58%	-35%	54%	-31%
	2018	0%	53%	-53%	52%	-52%
Same Grade Comparison		23%				
Cohort Comparison		13%				
07	2019	0%	53%	-53%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	15%	60%	-45%	58%	-43%
Same Grade Comparison		-15%				
Cohort Comparison		0%				
09	2019	0%	56%	-56%	55%	-55%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
10	2019	0%	54%	-54%	53%	-53%
	2018	0%	55%	-55%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	65%	-65%	62%	-62%
	2018	0%	63%	-63%	62%	-62%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	67%	-67%	64%	-64%
	2018	0%	63%	-63%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	65%	-65%	60%	-60%
	2018	9%	66%	-57%	61%	-52%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
06	2019	21%	60%	-39%	55%	-34%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		21%				
Cohort Comparison		12%				
07	2019	0%	35%	-35%	54%	-54%
	2018	10%	39%	-29%	54%	-44%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
08	2019	0%	64%	-64%	46%	-46%
	2018	10%	65%	-55%	45%	-35%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	8%	51%	-43%	53%	-45%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		8%				
Cohort Comparison						
08	2019	0%	51%	-51%	48%	-48%
	2018	17%	54%	-37%	50%	-33%
Same Grade Comparison		-17%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	67%	-67%
2018	0%	67%	-67%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	71%	-71%
2018	60%	72%	-12%	71%	-11%
Compare		-60%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	40%	68%	-28%	68%	-28%
Compare		-40%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	0%	62%	-62%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	42		30	41		41			45	
BLK	21	36		20	32		33				
WHT	8	27		20							
FRL	22	45		29	43		35				
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	6
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	18
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Indian Ridge School 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 can get their behavior/emotional needs stable then we can help our students achieve academically. We reviewed all data, specifically reflecting upon our ESSA identified subgroups; SWDs, Blacks/African Americans, Whites and Economically Disadvantaged. When looking at our attendance data and focusing upon students with less than 90% attendance we see that: 8th = 60%, 9th = 85%, 11th = 67%, and 12th = 90%. 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 demonstrated a 3-5% point increase each year for the past 4 years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ELA scores proved to show the greatest decline from the previous year, decreasing 3 percentage points overall. Based on the school data, ELA scores were the lowest due to only 14% of the students scoring at level 3 or higher. When looking at our sub groups identified by ESSA, only 15% of Black students; 11% of White students; and 18% of our Hispanic students scored at level 3 or higher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Currently, 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 received a rating of Maintaining since 2014 -2015. We are always striving for proficiency with all our students with the goal of Commendable Rating by the state and ensuring all students have equitable and equal access to learning, especially for our subgroups identified by ESSA. Our rating is determined by the percentage of our students who make learning gains. This is not a trend because we have demonstrated a 3-5% point increase each year for the past 4 years.

Which data component showed the most improvement? What new actions did your school take in this area?

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 in mathematics; and 2018 - 2019, 46% of the students made learning gains in mathematics including our ESSA identified subgroups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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. 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).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. To integrate Literacy and Learning across all content areas.
2. To provide teachers the opportunity to engage in Coaching Peer Observation and Collaborative Planning.
3. To purchase reading and math software to meet the needs of students scoring in level 1 & 2 on

reading and math FSA.

4. To develop and implement a schoolwide writing program.

5. To establish clear school policies to ensure school safety for students, faculty, and staff.

Part III: Planning for Improvement

Areas of Focus:

#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 and increase the graduation rate.
Rationale	Our attendance data when focusing upon students with less than 90% attendance we see that: 8th = 60%, 9th = 85%, 11th = 67%, and 12th = 67%. This includes all students within the ESSA identified subgroups. This school year our ELA gains decreased from 46% to 43%; this is not a trend because we have demonstrated a 3-5% overall total point increase each year for the past 4 years, keeping our school rating of "MAINTAINING".
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Our intended outcome for FY20 is to improve our learning gains in ELA by 10% points resulting in 52% of our students making learning gains and in Mathematics improve by 10% resulting in 56% of our students making learning gains and earning a Commendable rating with the state. This includes all students within the ESSA identified subgroups. 2. 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.
Person responsible for monitoring outcome	Eugene Ford (eugene.ford@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology, Reading A -Z; Achieve 3000; IXL; etc., to build content knowledge across the content areas. Math teachers will implement a focused curriculum (1) PBC enVision Florida Mathematics (2) Algebra/Geometry Nations and Khan Academy for Algebra I students. 2. PLC's: ELA, Math, Science, and Social Studies teachers will engage in a standard-based instruction cycle during collaborative planning. 3. Differentiated small group instruction within all ELA and Math classroom through Double-Down with Paraprofessionals and/or Academic Tutors to ensure all students including our ESSA identified subgroups have equitable access to learn at their level. 4. Implementation of a Single School Culture Initiative to improve student attendance (Attendance HERO (Here, Everyday, Ready, and On-Time)). <p>All strategies will focus on the needs of all our students who make up the population of students identified within the ESSA categorized groups: SWDs, EDS, Black/African American, and White students.</p>
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Reading A -Z; Achieve 3000; and IXL enhance instructional effectiveness and increase student achievement. Lessons are uniquely designed to meet the needs of classrooms with a diverse mix of student's abilities and needs: with engaging nonfiction content scaffolds and linguistic supports for struggling readers, pro accelerates learning gains and empowers all students to build critical college and career literacy skills. Algebra/Geometry Nations and Khan Academy offers a significant increase of satisfactory scores at the end of the year and on the state assessments. 2. PLC's: ELA, Math, Science, and Social Studies teachers will engage in standard-based instruction cycle during collaborative planning (1) what do students need to know and understand? (Plan) (2) How do we teach effectively to ensure all students are learning? (Do) (3) How do we know student are learning? (Reflect) (4) What do we do when students are not learning or reaching mastery before expected? (Revise) (5) Teachers will analyze standards and Test Item Specifications during the planning process (Check). Standard-based Teaching/Learning Cycle ensures better accountability- holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to

standards also helps keep them on track.

3. Differentiated small group instruction is effective because teaching is focused on specific student needs and ensures students are taught utilizing multiple strategies and resources to support their learning and ensuring our ESSA identified subgroups progress.

4. Attendance Hero will motivate and support our students' attendance and on time participation in school with a positive, focused attitude.

Action Step

1. Adaptive Technology (Reading A-Z, Achieve 3000, IXL, Algebra/Geometry Nations, and Khan Academy):

a. Establish schedule for all students to utilize technology during the ELA and Math blocks.

b. Teachers will review data and utilize resources within the programs to additionally support students during small group instruction.

c. Monitoring will occur through student data analysis, classroom walks and review of lesson plans (Wood, Musgrove and Mogul).

2. Professional Learning Communities

a. Establish a PLC schedule, agendas, and develop PLC leaders through professional development.

b. 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 to support student achievement.

c. Administrative Team will provide all staff with a professional development session on standards-based instruction (Pillars of Effective Instruction) and working through the FCIM model in our PLC meetings.

d. Monitoring will occur through Administrative attendance of PLCs, data chats regarding student data and teacher content data, fidelity walks, and review of lesson plans and focus calendars (Wood, Musgrove).

Description

3. Differentiated Small Group (Double-Down)

a. Provide professional development to Academic Tutors and Para's to ensure effective instructional support will take place during all small group blocks.

b. Schedule collaborative planning opportunities for teacher and Academic Tutors and Para's.

c. Monitoring will occur through informal and formal observations, Administrative attendance of collaborative planning, and review of student data/results (Wood, Musgrove and Mogul).

4. Provide tutorial for students who need remediation and enrichment (Wood).

a. Identify students using data, with a focus on ESSA identified subgroups.

b. Monitoring will occur through informal and formal observations, Administrative attendance of collaborative planning, and review of student data/results

5. Attendance Hero:

a. Students will receive on-call, individual and group counseling to assist in staying on track academically and to learn to use their coping skills to maintain emotional stability.

b. Therapist are given a schedule for handling daily on-call needs.

c. Monitoring will occur through review of the Daily Log and through Therapist debriefing sessions (Musgrove).

Person

Responsible

Eugene Ford (eugene.ford@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous task encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment of S.B. policy 2.09 with a focus on the instruction of the

*History of Holocaust;

*History of African Americans;

*Study of contributions of Hispanics to the US

* Study of the contributions of Women to the US, and

*Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. In addition, our school has implemented Social Emotional Learning (SEL) strategies by participation in school-wide opportunities to role-play and greeting of others with weekly focus topics. IRS also participates in Morning Meetings. Both strategies allow for teachers to set the positive tone for the day, merge academic and social emotional learning and motivate students by addressing the human need to feel a sense of significance and belonging.

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 Schoolwide Improvement Plan 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.

Parents 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 a variety of issues facing parents.

The PFEP is available via Federal Programs.

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.

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

Once students are placed our school has a transitioning new students' checklist that must be completed by the Crisis Intervention Teacher 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 appointment 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.

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. At IRS we offer vocational classes: Culinary, Shop, Auto-Detailing and a Key Board/Digital Labs to support the skills necessary towards future careers.

IRS will be implementing a partnership with the Division of Vocational Rehab to further support and develop the students with career and life readiness skills to ensure independence.

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 as 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 need 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.). 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 encouraged 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.

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

At IRS we offer vocational classes: Culinary, Shop, Auto-Detailing and a Key Board/Digital Labs to support the skills necessary towards future careers.

- Students will be introduced to various colleges and careers of interest through media classes.
- Students will have an opportunity to participate in a career/vocational school fair.
- Offer students an opportunity to participate in a school to work job/apprenticeship program.

IRS will be implementing a partnership with the Division of Vocational Rehab to further support and develop the students with career and life readiness skills to ensure independence.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To Increase student achievement by providing effective and relevant standards based instruction to meet the needs of all students to ensure high school readiness and increase the graduation rate.				\$372.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	2411 - Indian Ridge School	School Improvement Funds	99.0	\$372.00
			<i>Notes: Funds will be used for materials and supplies for tutorial programs.</i>			
Total:						\$372.00