Indian Ridge School

2020-21 Schoolwide Improvement Plan

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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: 6/19/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	%

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

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Ford, Eugene	Principal	The 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 success. 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.

Demographic Information

Principal start date
Wednesday 6/19/2019, Eugene Ford

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 Status (per MSID File)	Active
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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](#).

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	0	2	3	6	10	9	16	18	9	12	14	10	109
Attendance below 90 percent	0	0	1	1	3	5	6	6	7	3	7	8	6	53
One or more suspensions	0	0	2	1	2	4	4	2	2	3	2	4	0	26
Course failure in ELA	0	0	0	0	0	0	0	2	3	3	6	8	7	29
Course failure in Math	0	0	0	0	0	0	0	2	2	2	5	3	5	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	4	3	10	10	4	2	8	1	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	4	13	10	4	5	0	1	42
ELA Winter Diag Level 1 & 2	0	0	0	4	9	6	14	12	5	6	8	0	0	64
Math Winter Diag Level 1 & 2	0	0	0	4	5	14	11	4	7	0	1	3	2	51

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	0	2	1	4	9	7	12	12	5	8	9	6	75

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	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

Date this data was collected or last updated

Tuesday 7/7/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	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%
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%	0
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%	0

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%	0

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%	0

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%	2

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	2

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%	0

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.

IRS is a therapeutic day school for students with emotional behavioral disabilities, our students often have difficulty with 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.

FY20 Winter Diagnostics vs FY19 FSA results, our school is making progress towards achieving learning gain goals in Reading. In elementary and middle school, 51% of our students made learning gains, which is up from 42% of the learning gains from FY19 FSA results. In addition, we have had an increase in students moving from level 1 to level 2 & 3 respectfully.

Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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 subgroups identified by ESSA, only 15% of Black students; 11% of White students; and 18% of our Hispanic students scored at level 3 or higher. A contributing factor may have been because we were not consistently following the pacing guides due to staffing issues and ensuring we had the appropriate content experts teaching the content.

During the mid-year we had a higher number of high school students re-take the FSA and pass this fall. Students in Elementary and Middle School are meeting their technology goals for I-Ready; Read 180; and Reading Plus.

Data shows:
Reading Proficiency for 4th grade: FY19 – 0% compared to FY20 – 18% netting an 18 percentage point increase.
Reading Proficiency for 5th grade: FY19 – 20% compared to FY20 – 38% netting an 18 percentage point increase.
Reading Proficiency for 6th grade: FY19 – 9% compared to FY20 – 13% netting a 4 percent point increase.

During the end of the year, a strategic focus was placed on consistently utilizing the District assessments to support and prepare our students for success, the results demonstrate our students were on track with making learning gains.

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 that 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.

The administrative team will continue to provide professional development for teachers to ensure all students are highly engaged in the classroom setting with instruction connected to the Florida standards. Teachers will continue to meet bi-weekly in their PLCs to disaggregate and analyze data, discuss standards, and plan for instruction.

We will continue to:
• implement school-wide tutorial programs that focus on student needs based upon FY19 FSA results and winter diagnostic assessment data.
• conduct walk-throughs and provide teachers with feedback to improve instructional practices.
• monitor teacher's lesson plans to see if strategies learned in the PD sessions are being implemented.
• conduct data chats with students and staff to ensure the plan of action to move our students/school to their best is understood.
• participate in Instructional Rounds within the building and with schools that mirror our population to improve instruction with fidelity.

To boost learning gains scores in mathematics, Quick-Piks math workbooks for grades 4 – 8 were purchased. The Quik-Piks series gives a variety of math problems designed to preview, review, and reinforce math concepts and skills from the Florida Standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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 specifically our ESSA identified subgroups. Content Literacy is an important focus for ensuring that we support our students' developing language skills, targeting key aspects of literacy teaching while maximizing opportunities to develop content knowledge in all subject areas.
2. To provide teachers the opportunity to engage in Coaching Peer Observation and Collaborative Planning. During PLCs, our teachers are given the opportunity to learn from one another. We focus on teacher strengths. These teachers become mentors/coaches for their peers. This is an informal method to support collaborative learning.
3. To develop and implement a schoolwide writing program. We purchased the Top Score Writing program to ensure all students have an opportunity to improve their writing ability. Developing writing supports reading & all literacy knowledge which will ensure positive outcomes for students' learning gains and achievement. Writing will be supported within Socal Studies, Science, and ELA classrooms.
4. To establish clear school policies to ensure attendance and school safety for students, faculty, and staff. If all students understand the importance of attending school in a consistent manner, they will have the opportunity to learn and develop to become well-developed citizens of society. We have established an incentive program to encourage students to be Attendance HEROS - Here Everyday and Ready On-time.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	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. 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".
Measurable Outcome:	1. Our intended outcome for 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. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will conitnue with our FY20 goals for FY21.
Person responsible for monitoring outcome:	Eugene Ford (eugene.ford@palmbeachschools.org)
Evidence-based Strategy:	1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology, Reading A -Z; Achieve 3000; IXL, Reading Plus; 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, and Quik Piks. 2. PLC's: ELA, Math, Science, and Social Studies teachers will engage in a standard-based instruction cycle during collaborative planning focusing on differentiation and supporting all learners. 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. Tutorial program during the school day. 5. Implementation of a Single School Culture Initiative to improve student attendance (Attendance HERO (Here, Everyday, Ready, and On-Time). 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.
Rationale for Evidence-based Strategy:	1. Reading A -Z; Achieve 3000; IXL and Reading Plus 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 through a rotational cycle to support their learning and ensuring our ESSA identified subgroups progress.

4. Tutorials allow for all our students to receive addtional support in learning. It helps develop and build self esteem and guarantees student learning gains.

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

Action Steps to Implement

1. Adaptive Technology (Reading A-Z, Achieve 3000, IXL, Reading Plus, 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).

Person Responsible Eugene Ford (eugene.ford@palmbeachschools.org)

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 utilizing small group rotations.
c. Teachers collaborate and learn from one another to create a non-judgemental learning environment.
d. 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.
e. 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).

Person Responsible Eugene Ford (eugene.ford@palmbeachschools.org)

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 rotational 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).

Person Responsible [no one identified]

4. Provide tutorial for students who need remediation and enrichment (Wood).
a. Identify students using data, with a focus on ESSA identified subgroups.
b. Teachers will collaborate during PLCs to ensure best practices are utilized to support learning.
c. Teachers will develop lesson plans highlighting best practices and resources to support academics and social-emotional growth.
d. Monitoring will occur through informal and formal observations, Administrative attendance of collaborative planning, lesson plan review, and review of student data/results. (Wood)

Person Responsible	Eugene Ford (eugene.ford@palmbeachschools.org)

5. Attendance Hero:
a. Utilize TEAM to support attendance by students receiving on-call, individual and group counseling to assist them in staying on track academically and learn to use their coping skills to maintain emotional stability.
b. Therapist are given a schedule for handling daily on-call needs.
c. Develop incentives to support student engagement & participation.
d. Develop criteria students need to meet towards incentives.
c. Monitoring will occur through review of the Daily Logs, Therapist debriefing sessions, and student participation point sheets (Musgrove, Wood).

Person Responsible	Eugene Ford (eugene.ford@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

As the premier Emotional Behavior Disorder school in the district we have always been trailblazers in the area of mental/emotional health education/therapeutic services. The Rule 6-A1.094121 Mental & Emotional Health will allow our school to offer a new awareness to youth mental health assistance and protection particularly in the area of child -trafficking. Students will be taught this new awareness through the Grade K-12 Suite 360 Curriculum beginning in 2020. We cover a multitude of topics through the support of our Family Therapist. Students were exposed to the topics virtually and through group discussions and by participating in the activities and lessons.
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 as 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 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.

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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents will be provided with extensive training to build capacity to impact their child's achievement. IRS will continue Parent University that offers parent workshops on a variety of issues facing parents.

We also host monthly positive cultural activities.
In October, our school hosted a Fall Festival. All students and their families were invited to spend an evening interacting with teachers and staff, meeting new families, sharing activities, practicing good social skills, and applying academic skills.

In November, our students and staff enjoyed the "Project-Based Learning" Spaghetti Bowl and Book Fair. Teachers planned projects in their respective PLC's and implemented them in the classroom setting. These projects then came to life at our Spaghetti Bowl. The Spaghetti Bowl was such an extraordinary experience providing families with the opportunity to enjoy an amazing meal and engage in rich conversations.

In January, we will implement a new academic game called "On the Spot". Staff will ask FSA reading, math, and science basic skill questions on the spot, and students will receive a token designed to help fill in academic gaps and to help build foundational skills necessary to achieve mastery of the Florida standard. Students will earn tokens to school to shop for desired items when they show knowledge of foundational literacy and math skills. Students answer questions derived from breaking down the standards aligned with the district's and our school's scope and sequence for classroom instruction and tutoring.

In February, we will host "Fall in Love with Learning" month. Staff from each grade level will share common Florida standards in reading, math, and science through project-based activities that can be created at school to be taught at home with students' real-life applications. Family engagement is essential to educating the whole child at Indian Ridge through the school year.

In March, our school will host a STE(A)M Night, which will allow students, teachers, and families to explore together "hand-on" math and science activities. I look forward to seeing families and staff interacting and having fun at our Math/Science STEAM Night. We will continue to implement our Positive Behavior Support initiative by encouraging our students to Be Kind, Be Respectful, and Be Kind.

In May for students and continue to their academic success throughout the summer by providing an engaging and enriching extended school year program for all students. Our extended school year will be filled with innovative standard-based lessons and extended learning opportunities on or off-campus.

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-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.
• Participate in a career/vocational school fair.
• Participate in a school to work job/apprenticeship program.
• Participate in the selling of their "product" at the District.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$113.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2411 - Indian Ridge School	School Improvement Funds	104.0	$113.00
					Total:	$113.00