

The School District of Palm Beach County

Indian Ridge School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Special Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
Ford, Eugene	Principal	The instructional leader is in charge of executing and monitoring personnel, resources, and strategies to ensure all students have an equitable opportunity to learn and achieve success. Mr. Ford and the leadership team meet with the elementary, middle school, and high school teams 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.
Beatty, Michelle	Administrative Support	Mrs. Beatty is a Student Advocate Administrator 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.*

8

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

89

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	1	3	2	9	10	8	15	15	6	9	11	89
Attendance below 90 percent	0	0	1	1	2	4	5	2	9	9	3	6	6	48
One or more suspensions	0	0	1	2	0	3	6	5	4	3	1	2	2	29
Course failure in ELA	0	0	0	0	0	0	0	3	6	6	6	6	8	35
Course failure in Math	0	0	0	0	0	0	0	3	8	6	4	3	6	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	5	5	7	8	5	3	6	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	5	7	7	8	6	0	0	0	1	35
Number of students with a substantial reading deficiency	0	0	0	1	2	5	5	6	9	5	3	4	0	40

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	1	3	2	7	9	5	10	8	6	6	8	65

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	1	2	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	1	0	0	2

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	61%		55%	60%
ELA Learning Gains					58%	59%		56%	57%
ELA Lowest 25th Percentile					55%	54%		51%	52%
Math Achievement					53%	62%		52%	61%
Math Learning Gains					55%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		49%	52%
Science Achievement					45%	56%		49%	57%
Social Studies Achievement					75%	78%		72%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	54%	-54%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	62%	-62%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	23%	58%	-35%	54%	-31%
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	52%	-52%
Cohort Comparison		-23%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	56%	-56%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	65%	-65%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	67%	-67%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	65%	-65%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	21%	60%	-39%	55%	-34%
Cohort Comparison		0%				
07	2021					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		-21%				
08	2021					
	2019	0%	64%	-64%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	8%	51%	-43%	53%	-45%
Cohort Comparison						
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		-8%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We are a full ESE site, therefore all our students are SWDs. Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

1. FY21 Fall and Winter Diagnostic grade 3-9 percentages of students showing proficiency
2. FY21 Spring FSA
3. Grades K-2, we will use iReady for Fall, Winter & Spring
4. In grades 3-5, we will use FAQs, USAs, iReady in the Fall, Winter Diagnostic in the Winter, and iReady in the Spring.
5. SuccessMaker K-2 Fall, Winter, Spring

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

-Diagnostics allows the teachers and students to understand their predicted level for state assessments. This helps guide instruction

-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	NA
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	100
	Economically Disadvantaged	NA	NA	100
	Students With Disabilities	NA	NA	100
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	NA
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	33	NA
	Economically Disadvantaged	NA	NA	0
	Students With Disabilities	NA	NA	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	100	100
	Economically Disadvantaged	0	100	100
	Students With Disabilities	0	100	100
	English Language Learners	NA	NA	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	50	50
	Economically Disadvantaged	NA	22	50
	Students With Disabilities	NA	50	50
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3	14.3	33
	Economically Disadvantaged	33.3	14.3	33
	Students With Disabilities	33.3	14.3	33
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	25	14
	Economically Disadvantaged	0	18.2	14
	Students With Disabilities	0	25	14
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	50	13
	Economically Disadvantaged	25	50	13
	Students With Disabilities	25	50	13
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	20	12
	Economically Disadvantaged	NA	22	12
	Students With Disabilities	NA	20	12
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	12.5	14
	Economically Disadvantaged	25	12.5	14
	Students With Disabilities	25	12.5	14
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	13	13
	Economically Disadvantaged	0	13	13
	Students With Disabilities	0	13	13
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	14.7	0
	Economically Disadvantaged	10	14.7	0
	Students With Disabilities	10	14.7	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	8	0
	Economically Disadvantaged	0	8	0
	Students With Disabilities	0	8	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	41.6	10
	Economically Disadvantaged	NA	41.6	10
	Students With Disabilities	NA	41.6	10
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	25	20
	Economically Disadvantaged	13	0	20
	Students With Disabilities	13	25	20
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	22	20
	Economically Disadvantaged	25	22	20
	Students With Disabilities	25	22	20
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	11	20
	Economically Disadvantaged	NA	11	20
	Students With Disabilities	NA	11	20
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	0	0
	Economically Disadvantaged	25	0	0
	Students With Disabilities	25	0	0
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	32	0
	Economically Disadvantaged	NA	32	0
	Students With Disabilities	NA	32	0
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	45		17	27		29	28			
BLK	7	45		13	27		17	9			
WHT	40			27							
FRL	15	43		17	25		24	24			

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
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	162
Total Components for the Federal Index	6
Percent Tested	82%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	20
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 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	34
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	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Indian Ridge School is a therapeutic day school for students with emotional, behavioral disabilities, and our students often have difficulty controlling their behaviors 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, 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: 4th = 100%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. Our school rating is determined by the percentage of our students who make learning gains. Our Math learning gains decreased from 46% to 33%; this is not a trend because we have demonstrated a 2-8% point increase each year for the past 4 years (FY16 = 34%, FY17 = 36%, FY18 = 44%, FY19 = 46%, FY20 = NA).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our Math learning gains declined sharply from 46% FY19 to 33% FY21 resulting in a 13 percentage points decrease. There was also a decline in Math proficiency from 17% during FY19 to 8% during FY21 resulting in a 9 percentage point decrease.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind academically, students who are not in school are more likely not to be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives and setting up plans for students missing more than 10% of school days.

At IRS, we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for fast food gift cards, Amazon & Walmart gift cards, MP3 players, Thumb drives, iPods, etc.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Being a school that receives a school rating under the FDOE grading system, our school rating is determined by students making a year's worth of learning gains. Due to mandated school closure (COVID-19) and the cancellation of state assessments, our students had to demonstrate two years' worth of learning gains in math.

Math teachers will use math manipulatives in their lessons and engage students through hands-on experiences in the classroom. Math teachers will ask more open-ended questions during their lesson, for example, How to do instead of What is. The admin team will implement school-wide tutorial programs that focus on student needs based upon FY21 FSA results, FSQ, and USA data. The admin team will monitor the teacher's lesson plans to see if strategies learned in the PD sessions are being implemented.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our Reading learning gains improved by 5 percentage points, 42% for FY19 to 47% in FY21.

Reading proficiency for 4th grade: FY21 fall diagnostic - 13% compared to FY21 FSA - 33%, netting a 20 percentage point increase.

Reading proficiency for 5th grade: FY21 fall diagnostic - 0% compared to FY21 FSA - 25%, netting a 25 percentage point increase.

Reading proficiency for 8th grade: FY21 fall diagnostic - 13% compared to FY21 FSA - 20%, netting a 20 percentage point increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were 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. Differentiated small group instruction in all Intensive Reading and ELA classrooms through Double-Down with Paraprofessionals and/or Academic Tutors. The admin team conducted walk-throughs and provide teachers with feedback to improve instructional practices. The admin team conducted data chats with students and staff to ensure the plan of action to move our students/school to their best is understood.

What strategies will need to be implemented in order to accelerate learning?

Standards-Based Instruction will primarily focus on instruction planning sessions, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards, and scaffolds will be put in place to support students who are not yet performing at their grade level. All teachers, including elective teachers, collaborated to ensure program success. The administrative team will adjust students' schedules to ensure tutorial days will be honored by participating students. The administrative team will be assigned to support students and build relationships with them to motivate and ensure their attendance to ensure positively.

The administrative team will implement a school-wide Push-in & Pull-out program that focuses on student needs based on FY21 FSA results. The administrative team will implement intensives and periodic boot/learning camps and workshops during school hours. Teachers will offer extended school hours virtually using Google Meets to tutor students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

IRS teachers will be given various opportunities to participate in professional development to address the "COVID-19 Slide". Various topics will include 1. How to unpack Standards and to scaffold the lesson; 2. How to combine standards/skills rather than focusing on isolated standards/skills; 3. How to Prioriting StandardsBuilding Background knowledge and vocabulary; and 4. Diagnosing Essential Missed learning.

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 meet bi-weekly in their PLCs to disaggregate and analyze data, discuss standards, and plan instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus is to implement standards-based instruction and differentiate instruction by providing small group support. Resources and strategies will be aligned to grade-level standards, and scaffolds will be implemented to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. Virtual afterschool tutorials begin in

October 2021. Teachers, including the reading coach, will collaborate weekly to ensure the academic success of our students. The administrative team does walk-throughs to ensure maximum student engagement. IRS will provide additional services to ensure the sustainability of improvement this year and beyond:

1. Teachers will integrate Literacy and Learning across all content areas, specifically our ESSA identified subgroups.
2. The administrative team will provide teachers the opportunity to engage in Coaching Peer Observation, and Collaborative Planning.
3. The administrative team will develop and implement a schoolwide writing program that encourages writing in the Social Studies, Science, and Elective classrooms.
4. The administrative team will establish clear school policies to ensure attendance and school safety for students, faculty, and staff. The administrative team will also establish an incentive program to encourage students to be Attendance HEROS - Here every day 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: 4th = 100%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. This includes all students within the ESSA-identified subgroups (student with disabilities, black, white, and economically disadvantaged). Our mathematic gains decreased from 46% to 33%; this is not a trend because we have demonstrated a 12% overall total point increase each year for the past 4 years, keeping our school rating of "MAINTAINING".

Measurable Outcome:

1. Our intended outcome is to improve our learning gains in ELA by 10% points, resulting in 57% of our students making learning gains. In mathematics, we improve by 10% points, resulting in 43% 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.

Monitoring:

The Leadership team will implement and monitor our action plan through PLC agendas, review lesson plans and instructional focus calendars, instructional walkthroughs, quarterly data chat (reviewing FSQ; USA; PBPA; winter diagnostic; etc.) with teachers. The Leadership team will also inspect classrooms regularly and provide immediate feedback on progress toward our goals. The leadership team is comprised of the Principal, Assistant Principal, Student Advocate Administrator, Reading Coach, and Department Heads.

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 classrooms 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. Implement 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 offer 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 a 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 students 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 focuses on specific student needs and ensures students are taught utilizing multiple strategies and resources through a rotational cycle to support their learning and ensure our ESSA identified subgroups progress.

4. Tutorials allow for all our students to receive additional 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 a 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 support students during small group instruction.
 - c. Monitoring will occur through student data analysis, classroom walks, and review of lesson plans (Wood, Beatty, and Castillo).

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-judgmental 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, Beatty).

Person Responsible Sharon Wood (sharon.wood@palmbeachschools.org)

3. Differentiated Small Group (Double-Down)

- a. Provide professional development to Academic Tutors and Para's to ensure effective instructional support 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 student data/results (Wood, Beatty, and Castillo).

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

4. Provide tutorials 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 student data/results review. (Wood)

Person Responsible Sharon Wood (sharon.wood@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. Therapists 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 Michelle Beatty (michelle.beatty@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

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: 4th = 100%, 8th = 60%, 9th = 60%, 10th = 60%, 11th = 67%, and 12th = 55%. This includes all students within the ESSA-identified subgroups (student with disabilities, black, white, and economically disadvantaged).

Measurable Outcome: 1. Our intended outcome is to improve our learning gains in ELA by 10% points, resulting in 57% of our students making learning gains. In mathematics, we improve by 10% points, resulting in 43% of our students making learning gains and earning a Commendable rating with the state. This includes all students within the ESSA-identified subgroups.

Monitoring: Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

The Leadership team will implement and monitor our action plan through PLC agendas, review lesson plans and instructional focus calendars, instructional walkthroughs, quarterly data chat (reviewing FSQ; USA; PBPA; winter diagnostic; etc.) with teachers. The Leadership team will also inspect classrooms regularly and provide immediate feedback on progress toward our goals. The leadership team is comprised of the Principal, Assistant Principal, Student Advocate Administrator, Reading Coach, and Department Heads.

Person responsible for monitoring outcome: Eugene Ford (eugene.ford@palmbeachschools.org)

1. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology, Reading A -Z; Achieve 3000; Reading Plus; etc., to build content knowledge across the content areas.

2. PLC's: ELA teachers will engage in a standard-based instruction cycle during collaborative planning focusing on differentiation and supporting all learners.

Evidence-based Strategy: 3. Differentiated small group instruction within all ELA classrooms 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.

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, and Reading Plus enhances instructional effectiveness and increases 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.

2. PLC's: ELA teachers will engage in a 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 students 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 focuses on specific student needs and ensures students are taught utilizing multiple strategies and resources through a rotational cycle to support their learning and ensure our ESSA identified subgroups progress.

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

Action Steps to Implement

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

- a. Establish a 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 support students during small group instruction.
- c. Monitoring will occur through student data analysis, classroom walks, and review of lesson plans (Wood, Beatty, and Castillo).

Person Responsible [no one identified]

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-judgmental 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, Beatty).

Person Responsible [no one identified]

3. Differentiated Small Group (Double-Down)

- a. Provide professional development to Academic Tutors and Para's to ensure effective instructional support 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 student data/results (Wood, Beatty, and Castillo).

Person Responsible [no one identified]

4. Provide tutorials 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 student data/results review. (Wood)

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Indian Ridge School is an exceptional student education center, serving students from Kindergarten through age 22 who come from diverse demographic populations throughout the entire school district of Palm Beach. Students who attend IRS require therapeutic and behavioral supports to access the curriculum. To learn about our students' cultures and build relationships between teachers and students, staff participate in child study meetings weekly to discuss the unique characteristics of each student and evaluate the effectiveness of the ongoing supports provided. Students build relationships with school staff and engage in individual therapeutic sessions weekly and form mentoring relationships with school personnel.

To support our students' behavior, Indian Ridge School has developed and follows the TEAM system across all classes and grade levels (Training Level 1, Evolving Level 2, Achieving Level 3, Mastery Level 4), where students progress through the levels of this system as they build skills to increase academic and social independence, and improve their behavior. This highly structured, comprehensive behavioral support system provides guidelines for expected behaviors in addition to encouragement for positive interactions.

Indian Ridge School meets students' social-emotional needs through weekly individual counseling with our team of therapists who work closely with students and families, working collaboratively to encourage and support family participation in the educational process. We strive to provide a holistic approach to meeting our students' individual needs, emphasizing emotionality, behavioral expectations, and academic rigor. We have a broad range of mentors who are thoughtfully paired with students and work closely with them throughout the year to provide positive interactions and support, encouraging growth and development socially, behaviorally, and academically.

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.

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 PLCs 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. Students will receive a token designed to help fill in academic gaps and 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 reading, math, and science standards through project-based activities 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, students will continue working on 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 support further and develop the students with career and life readiness skills to ensure independence-Culinary, Shop, Auto-Detailing, and a KeyBoard/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.

The following staff members will help support and promote a positive culture and environment:

1. Parent University (ongoing) - The school family counselors will plan and facilitate workshops on various topics.
2. Spaghetti Bowl Project-Based Learning (November) - Elementary, Middle, and High School teachers will plan the menu, centerpieces, music, etc. Each grade level will make some contribution.
3. "On the Spot" Initiative (January - May) - PLC leaders will organize the initiative and create questions that will be used by staff to ask the question on the spot. Ms. Pyform, PLC leader, will purchase the prizes for the treasure box.
4. "Fall in Love with Learning" (February) - The media specialist and assistant principal plan and create a weekly focus calendar for February of real-life application through project-based activities that families can use at home.
5. STE(A)M Night (March) - The science teachers, Ms. Labrada, Ms. Cannon, Ms. Alexander, Ms. Douma, Dr. Petrillo, and Ms. Webster, will plan and organize the different activities stations for the program and set up the exhibits in the cafeteria.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

In alignment with the District's Strategic Plan and to increase the academic instruction of all students- Students are immersed in rigorous tasks 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 the 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 a single school culture of excellence. In addition, our school has implemented Social Emotional Learning (SEL) strategies by participating in school-wide opportunities to role-play and greet others with weekly focus topics. IRS also participates in Morning Meetings. Both strategies allow teachers to set a 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 district's premier Emotional Behavior Disorder school, we have always been trailblazers in mental/emotional health education/therapeutic services. 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 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. The team will identify the professional development activities needed to create effective learning environments based on this information. 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. The team will identify students who need additional academic and/or behavioral support (supplemental or intensive) based on data and discussion. 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 would be relevant to their career aspirations in addition to meeting state graduation requirements.

Parents will be notified of the course offering and encouraged to participate 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, teaching EXPECTED BEHAVIORS, and 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.